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ABSTRACT

An eighth grade unit on tobacco, drugs, and alcohol is presented in this curriculum guide for teachers. The introductory section states general objectives and specific knowledge facts for each of the three study areas. Also, skills and attitudes to be developed, general motivating activities, and teaching hints for slow and rapid learners are included. Individual units enumerate basic concepts and suggest teacher and student materials, audio visual aids, motivating questions, and activities to develop the concepts. An appropriate glossary of terms and additional teacher information and ideas supplement each study area. Culminating activities and teacher-pupil evaluation of knowledge, skills, and attitudes for the entire unit conclude the guide. Sources of information and a bibliography are listed. This work was prepared under an ESEA Title III contract. (BL)

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Great Falls Public Schools
Great Falls, Montana

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TOBACCO, DRUG, AND ALCOHOL UNIT

EIGHTH GRADE

ESEA TITLE III I.M.C. PROJECT 5115

E 012 099

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Great Falls Public Schools
Great Falls, Montana

TOBACCO, DRUG, AND ALCOHOL UNIT

EIGHTH GRADE

Instructional and Library Materials Center
ESEA Title III Project 68-05115-0
Robert C. Jewell, Director

Great Falls Public Schools
Great Falls, Montana

TOBACCO, DRUG, AND ALCOHOL UNIT

EIGHTH GRADE

Prepared by:
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Robert Roach - Tobacco
Janis Storm - Drugs
Michael Erickson - Alcohol

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INTRODUCTION

Teaching about drugs, alcohol and tobacco entails much more than the r
facts. Although this is essential, emotional overtones in the belief
be detrimental in achieving the desired objectives.

One of the foremost thoughts in the mind of the adolescent and teenag
drugs, and tobacco. At this time the youth is striving for a particul
peers, parents, and society as a whole. While the teenager is reachin
something for himself, he is confronted with many conflicting ideas an
each trying to give sound and, hopefully, factual, unbiased informati
and decisions.

In addition to the help offered by others, the youth of today is expe
many things, to question, to examine. But if a youngster is capable
on the facts and reality of the dangers involved in the abuse of toba
avoid this kind of experimentation. Moreover, if he genuinely apprec
the world around him, he is not likely to think about trading real li

This unit is designed in a manner that the material presented will he
of the total human worth. It is intended that the student will be ai
these personal decisions.

"The federal funds in this project were provided by ESEA Title III.
Secondary Education Act is designed to encourage the development of ne
innovations in education through exemplary programs and to supplement

INTRODUCTION

ol and tobacco entails much more than the passing on of a body of scientific sential, emotional overtones in the beliefs and attitudes of the teacher can the desired objectives.

s in the mind of the adolescent and teenage group today is that of alcohol, s time the youth is striving for a particular identity for himself among his as a whole. While the teenager is reaching out and trying to establish s confronted with many conflicting ideas among the three classes of people, nd, hopefully, factual, unbiased information on which to base his opinions

ered by others, the youth of today is experiencing a desire to experiment with o examine. But if a youngster is capable of making intelligent decisions based the dangers involved in the abuse of tobacco, alcohol, and drugs, he may well ntation. Moreover, if he genuinely appreciates the many valuable attributes of not likely to think about trading real living for "kicks" now or in the future.

manner that the material presented will help lead the student to a realization It is intended that the student will be aided in his efforts to make for himself

project were provided by ESEA Title III. Title III of the Elementary and designed to encourage the development of new ideas, to demonstrate worthwhile rough exemplary programs and to supplement existing programs."

OBJECTIVES

To present to the students the pertinent facts concerning tobacco, alcohol, a
will encourage students to examine the facts objectively and then make their

KNOWLEDGE

TOBACCO

General

Smoking is a habit that usually starts early in life and, because of this
impaired body functions result from it.

Specific

Smoking is a habit formed early in life.

People smoke for a variety of reasons.

Teenagers and adults usually smoke for different reasons.

Smoking is directly linked to lung cancer, heart disease, various respirat

Habits can start with continued use.

Habits are hard to break; they are related to the entire body process.

Smoking is an expensive habit.

Smoking is costly to life and health as well as monetarily.

The tobacco industry is the nation's fifth largest and, presently, quite v

Taxes from cigarette sales are an **important source of revenue for the gove**

The tobacco industry spends many millions of dollars annually on advertisi

If smoking is curtailed, the United States tobacco companies would have to
for losses.

OBJECTIVES

he pertinent facts concerning tobacco, alcohol, and drugs in such a way that it xamine the facts objectively and then make their own decisions.

KNOWLEDGE

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he nation's fifth largest and, presently, quite vital to the American economy.

es are an important source of revenue for the government.

nds many millions of dollars annually on advertising.

the United States tobacco companies would have to become divisional to make up

OBJECTIVES (continued)

DRUGS

General

To present factual knowledge concerning the use and abuse of drugs so as to cle question that the students may have regarding drugs.

To develop an understanding of the physiological, psychological, and sociologic drug abuse of the hallucinogens, stimulants, and depressants.

To gain an understanding of the control measures being taken concerning drug ab become involved in making the world a happier and healthier place in which to l

To present an objective point of view so that students can make their own decis

Specific

A drug is any chemical substance, other than food, which affects body functions

There are proper medical uses and improper uses of drugs.

Drug abuse is the use of a drug substance which may have a detrimental effect t without legal medication.

People take drugs for different medical and ligitimate reasons.

Hallucinogens are partly a depressant and partly a stimulant which affects sens

Stimulants stimulate brain and mind functions and gives a sensation of well-bei excitation, alertness, and wakefulness.

Depressant depress the central nervous system producing insensitivity, relaxati

Drug dependence is the loss of ability to control the use of a drug, with relat on a regular continuous basis.

Drugs which produce psychological dependence (mental desire) are the hallucinog

OBJECTIVES (continued)

nowledge concerning the use and abuse of drugs so as to clear up any misinformation or
idents may have regarding drugs.

tanding of the physiological, psychological, and sociological effects resulting from
llucinogens, stimulants, and depressants.

ing of the control measures being taken concerning drug abuse and how everyone can
aking the world a happier and healthier place in which to live.

ive point of view so that students can make their own decisions based upon facts.

al substance, other than food, which affects body functions or structure.

ical uses and improper uses of drugs.

e of a drug substance which may have a detrimental effect to the individual or society,
tion.

r different medical and ligitimate reasons.

rtly a depressant and partly a stimulant which affects sensory interpretation.

brain and mind functions and gives a sensation of well-being through producing
s, and wakefulness.

he central nervous system producing insensitivity, relaxation, and/or sleep.

he loss of ability to control the use of a drug, with related administration required
ous basis.

psychological dependence (mental desire) are the hallucinogens and stimulants.

Drugs which produce physical (body builds the dependence) and psycholog
(opiates, tranquilizers and barbiturates).

Drugs which build up a tolerance (the body needs more and more to get s
barbiturates, stimulants (amphetamine) and LSD.

Drugs do not solve the cause of aches and pains within the body.

The use of narcotics, not under direct medical supervision, as possessi
selling is illegal and subject to criminal prosecution.

Dangerous drugs are legally classified as barbiturates, amphetamine, an
marijuana which is legally classified as a narcotic).

Those persons giving or selling dangerous drugs of illicit forms are il
prosecution.

There are many varied causes of why people abuse drugs. Most factors r
and emotional immaturity.

There is no single, conclusive sympton to prove the use of drugs. One
the physical symptoms, and any mechanical indications of drug abuse.

ALCOHOL

General

To acquaint the student with how alcohol is used in our society as a us
psychological and sociological problems that come with its abuse.

Specific

Point out that alcohol has a history which directly affects how we liv

Point out how the compound alcohol affects the body of an individual as
of organs.

Emphasize that alcohol's dehydration action and its effect on the brain
behavior and later in his body tissues.

OBJECTIVES (continued)

ody builds the dependence) and psychological dependence are the depressants
biturates).

e (the body needs more and more to get same effect) are the opiates,
tamine) and LSD.

aches and pains within the body.

direct medical supervision, as possessing, or illegally transferring, or
to criminal prosecution.

ssified as barbiturates, amphetamine, and hallucinatory drugs (excluding
sified as a narcotic).

dangerous drugs of illicit forms are illegal and subject to criminal

why people abuse drugs. Most factors relate to the user's mental, social,

sympton to prove the use of drugs. One should consider the social symptoms,
mechanical indications of drug abuse.

ow alcohol is used in our society as a useful product together with the
problems that come with its abuse.

istory which directly affects how we live today.

ohol affects the body of an individual as it passes through each system

ration action and its effect on the brain will cause changes in man's
tissues.

OBJECTIVES (continued)

Alcohol is not digested in the stomach as food is, but goes directly into the blood stream.

Alcohol has serious effects on many organs of the body when taken in excess.

Alcohol has many physical properties which make it a valuable ingredient in our industrial products.

Types of alcohol and how each serves a purpose in our industry or society.

The fermentation process and how it is used in the production of alcohol and in some of the foods we use daily.

Alcohol is an indispensable tool of medicine, not when consumed as a beverage, but as a sol antiseptics and disinfectants or as an external applicant.

The production, distribution, and sale of alcoholic neverages today is a big business and m affected by its economics.

The reasons for drinking alcohol are numerous and real to those who experience them.

The teenager has a unique risk in the indulgence of alcohol.

Imitation, sociability, and popularity are probably the most important reasons for the expe of alcohol by the young.

Cultural influences play a very important role in the drinking habits of both the adults an

The drinking patterns of different cultures can be easily seen by comparing the Jewish and

OBJECTIVES (continued)

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ns of different cultures can be easily seen by comparing the Jewish and the Irish people.

OBJECTIVES (continued)

GENERAL

To provide the student with the facts concerning the use of tobacco, al

To correlate these facts with human behavior.

To encourage the students to make use of the material presented to help their use.

SKILLS

Development of new skills in research

Development of critical thinking as an aid in making decisions.

Development of the scientific method of problem solving.

Development of self-confidence in meeting strangers, through interview

Development of:

- increase facility in handling new vocabulary
- use of equipment
- taking notes
- organization of ideas and concepts into logical patterns
- evaluating charts, graphs and other audio-visual aids
- writing and giving oral reports

OBJECTIVES (continued)

GENERAL

e student with the facts concerning the use of tobacco, alcohol, and drugs.

these facts with human behavior.

the students to make use of the material presented to help in making wise decisions concerni

SKILLS

f new skills in research

f critical thinking as an aid in making decisions.

f the scientific method of problem solving.

f self-confidence in meeting strangers, through interviews.

of:

- increase facility in handling new vocabulary
- use of equipment
- taking notes
- organization of ideas and concepts into logical patterns
- evaluating charts, graphs and other audio-visual aids
- writing and giving oral reports

OBJECTIVES (continued)

ATTITUDES

Student Attitudes

To develop in the student the realization of his responsibility to himself society as a whole.

To appreciate one's body as a finely balanced organism that can be serious with drugs and other harmful substances.

The realization that one doesn't need a chemical means to achieve status a other emotional needs.

To develop an understanding of the scope of the problem and the cause of c

To instill in the student the realization that ones life can be more satis in others.

To realize that the law enforcement people are only interested in their we or to put them down.

Smoking, drinking, and taking drugs can be costly in terms of health and f

Habits are learned, not inborn; now is the time to learn good habits.

Every age has its own problems related to growth, both physical and emotio growth, one must be aware of the factors involved and make a serious attem

Teacher Attitudes

Respect the opinions of all of your students; do not let them turn you of

Develop a positive attitude as a key to effective results.

Understand that our environment is changing and that facts and moral trut

OBJECTIVES (continued)

ATTITUDES

nt the realization of his responsibility to himself, his family, and his community or

y as a finely balanced organism that can be seriously damaged by the experimentation
rmful substances.

e doesn't need a chemical means to achieve status and a sense of belonging or to meet

ding of the scope of the problem and the cause of conditions.

nt the realization that ones life can be more satisfying if he takes an active interest

enforcement people are only interested in their welfare and are not attempting to degrade

taking drugs can be costly in terms of health and finances. Is it worth it?

inborn; now is the time to learn good habits.

roblems related to growth, both physical and emotional. In order to insure good
re of the factors involved and make a serious attempt to adjust accordingly.

all of your students; do not let them turn you off.

itude as a key to effective results.

ironment is changing and that facts and moral truths need to be reinterpreted.

OBJECTIVES (continued)

Keep lines of communication open.

Avoid the scare technique.

Avoid creating an atmosphere of distrust and suspicion.

Avoid stereotype users or abusers.

Approach changing attitudes through the subtle and unconscious approach.

Avoid the head-on approach of an attitude you want to change.

Don't fake answers, be prepared to say "I don't know."

Do not moralize or preach about the evils of using drugs, alcohol, or tobacco. students make their own decisions.

Avoid using terminology that is not meaningful to the students.

OBJECTIVES (continued)

nication open.

hnique.

tmosphere of distrust and suspicion.

sers or abusers.

ttitudes through the subtle and unconscious approach.

pproach of an attitude you want to change.

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preach about the evils of using drugs, alcohol, or tobacco. Outline the facts and let th r own decisions.

ology that is not meaningful to the students.

MOTIVATING ACTIVITIES

TOBACCO

Invite a resource person from the Cancer Society or Heart Association to t
Ask him to tell only enough of the highlights to stimulate interest.

Encourage students to talk about what they already know about the effects
collection of newspaper and magazine articles relating to smoking. Ask th
made by cigarette advertisers.

Ask students about some of the good habits they have; also encourage thei
like to break. Ask: "Are habits easily broken?" Show a film concerned wi
(Example: "Phony Folks")

Encourage students to tell about an anti-smoking commercial that they have

DRUGS

Encourage students to bring and report on articles from newspapers and mag

Take a survey of the drugs in one's own home; make a chart of how these dr
state the proper usage, and list effects if abused.

Encourage students to discuss openly the current drug scene: (why abusing,
mental, emotional harms can be derived, attitudes on the control) by the u
committees, panels, and individual reports.

Invite doctor or psychiatrist that has worked with treating teenage drug a
and emotional problems that may encounter while or after abusing drugs.

Ask a law enforcement officer from the police department, and the sheriff'
stressing local, and of the control measures being taken, federal and loca

Ask District Attorney or judge to speak on what penalties are being enforc
drug abusers and pushers.

Contact speaker's bureau to see if a former drug abuser will speak to the

Possibly conduct a controlled laboratory experiment with mice on the effec

MOTIVATING ACTIVITIES

on from the Cancer Society or Heart Association to tell some of the effects of tobacco.
hough of the highlights to stimulate interest.

talk about what they already know about the effects of tobacco. Have them make a
r and magazine articles relating to smoking. Ask them to analyze some of the claims
rtisers.

e of the good habits they have; also encourage their telling about habits they would
Are habits easily broken?" Show a film concerned with cigarette advertising.
")

tell about an anti-smoking commercial that they have recently seen on TV.

bring and report on articles from newspapers and magazines concerning the drug scene.

rugs in one's own home; make a chart of how these drugs are used for medical purposes,
, and list effects if abused.

discuss openly the current drug scene: (why abusing, what possible benefit, what social,
s can be derived, attitudes on the control) by the use of buzz groups, socio-dramas,
d individual reports.

iatrist that has worked with treating teenage drug abusers; brining out the mental, social,
that may encounter while or after abusing drugs.

officer from the police department, and the sheriff's department to talk about laws
f the control measures being taken, federal and local.

or judge to speak on what penalties are being enforced in the local courts concerning
rs.

au to see if a former drug abuser will speak to the students or tape an interview.

trolled laboratory experiment with mice on the effects drugs have on the nervous system.

Create problem-solving situations on why drugs are abused, or create so

Review the biological effects or symptoms of drug abuse by pantomime or

Review slang terms by dividing class into teams, asking each member to

ALCOHOL

Make posters showing how alcohol is used in industry, in medicine, and
beverages.

Have panel discussions of the pros and cons of the 18 year old drinking

Have surveys on the number and kinds of users in the junior high level.

Have students collect advertisements showing the extent of advertising

Have demonstrations to show how alcohol affects different materials suc
white, etc.

Do experiments of fermentation and distillation.

MOTIVATING ACTIVITIES (continued)

ng situations on why drugs are abused, or create socio-dramas.

l effects or symptoms of drug abuse by pantomime or charade-type games.

y dividing class into teams, asking each member to interpret a slang term or statement.

how alcohol is used in industry, in medicine, and in various products, excluding the

ns of the pros and cons of the 18 year old drinking age.

number and kinds of users in the junior high level.

t advertisements showing the extent of advertising and kinds of alcoholic beverages.

to show how alcohol affects different materials such as raw meat, plant leaves, egg

rmentation and distillation.

TEACHING HINTS FOR SLOW AND RAPID LEARNERS

Slow Learner

Encourage students to make a notebook of those facts that are meaningful to them.

Encourage the slow learner to participate in class activities.

Slow learners will often be interested in developing and constructing posters and bul

Encourage students to browse through the pamphlets and select those that are of intere

Rapid Learner

Challenge these students to research the economics of smoking, drugs, and alcohol.

1. Manufacturing
2. Usage
3. Government revenue

Encourage the students to develop and broaden their vocabulary of drugs, tobacco, and

Challenge the students to research the psychological effects on the body from the use and alcohol.

1. Surgeon General's Report
2. Drug Abuse - Escape to Nowhere
3. Basic Information on Alcohol

The rapid learners might enjoy doing research on the world situation concerning tobac

1. Use and misuse
2. Production
3. International Law
    a. Economic revenues
    b. Controls

Various research projects could be presented to the class in the form of a panel disc Posters or graphs could be used to display their findings.

TEACHING HINTS FOR SLOW AND RAPID LEARNERS

make a notebook of those facts that are meaningful to them.

rner to participate in class activities.

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evenues

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TOBACCO

Concepts	Teacher Materials
I. As youngsters reach their teens they must begin making decisions on their own. One of these is whether or not to smoke. This unit will be concerned with social and biological aspects of smoking.	
A. There are many reasons and influencing factors which will cause or motivate people to smoke. 1. Teenagers 2. Adults	"Teenagers and Smoking"
B. Influencing Factors	
1. Adults	"Your Teenage Children and Smoking

	Teacher Materials	Student Materials
reach their teens n making decisions One of these is to smoke. This oncerned with logical aspects of		
many reasons and g factors which will otivate people to	"Teenagers and Smoking"	"Smoke Cigarettes, Why?"
gers s		
ng Factors		
s	"Your Teenage Children and Smoking"	"Why Do You Smoke?" (Smoker's Self-testing Kit, Test 3.)

Audio Visual	Motivating Questions
Posters:	What are some of the decisions that you have made today?
"Decisions, Decisions, Decisions ....."	What future decisions will you have to make?
	How many decisions are made where it might change a person's life?
	Is it important that a student make decisions on sound facts?
Transparencies:	
"Maybe I'll Look Older" - T-8-1 "Big Shot" - T-8-2 "But My Dear, It Makes Me Look Older" - T-8-3	Why do you feel teenagers smoke? (Lead into questionnaire)
"Adult Smoking" - T-8-4	Why do you feel adults smoke? (Promote discussion)
Poster:	
"Benson and Hedges"	Why do you think older people smoke? 1. Calm nerves 2. Control weight 3. Gain satisfaction
Poster:	
"You've Come a Long Way, Baby"	What is the message that each poster is trying to project?

	Motivating Questions	Activities
Decisions, ..."	What are some of the decisions that you have made today? What future decisions will you have to make? How many decisions are made where it might change a person's life? Is it important that a student make decisions on sound facts?	
Look Older" - T-8-1 - T-8-2 r, It Makes Me - T-8-3	Why do you feel teenagers smoke? (Lead into questionnaire)	Give students questionnaire on teenage smoking prior to transparencies.
ng" - T-8-4	Why do you feel adults smoke? (Promote discussion)	After transparencies, put resp on recording. Use as class di cussion with the aid of teenag series of transparencies.
Hedges"	Why do you think older people smoke? 1. Calm nerves 2. Control weight 3. Gain satisfaction	
ome a Long Way,	What is the message that each poster is trying to project?	Discuss posters and the effect of each.

Concepts	Teacher Materials
2. Teenagers a. Peer approval b. Advertising c. Image d. Parents	"Smoking Facts You Should Know" *Tobacco and Health - A Handbook For Teachers*, pp. 43-49 *Tobacco and Health*, James and Rosenthal (School Library)
	Filmstrip w/record and guide: "Cigarettes and health, challenge for educators", from American Cancer Society #75
II. There are many health factors involved in smoking because of the poisonous substances contained in cigarettes.	**"Answering the Most Often Asked Questions About Cigarette Smoking and Lung Cancer"**

	Teacher Materials	Student Materials
approval tising ts	"Smoking Facts You Should Know" Tobacco and Health - A Handbook For Teachers, pp. 43-49 Tobacco and Health, James and Rosenthal (School Library)	"Facts For Teenagers - Smoking, Health, and You," pp. 6-13
	Filmstrip w/record and guide: "Cigarettes and health, challenge for educators", from American Cancer Society #75	"What the Cigarette Commercials Don't Show"
ealth factors ing because of bstances contained	"Answering the Most Often Asked Questions About Cigarette Smoking and Lung Cancer"	"Facts For Teenagers - Smoking, Health and You," pp. 16-21

Audio Visual	Motivating Questions	Activi
Filmstrips: "Critical Areas of Health" SVE # 89 - "Tobacco and Your Health" w/record and guide	How important is the theory that to be accepted by your friends, you must smoke?	Discus the id
Transparency: "Smoking Parents, Smoking Children" - T-8-5	Do you feel that smoking parents and older brothers and sisters who smoke are a force to be considered in connection with teenage smoking?	Discu Use tr create attit facto
	Do you think that cigarette commercials are propaganda? One sided?	Colle ments magaz
	For what reasons are the three major networks, N.B.C., C.B.S., and A.B.C. banning cigarette commercials in 1970-71?	
	Tell about some of the T.V. commercials that advertise cigarettes. What are some of their claims?	Analy Stude the c
Films: #1327 - "Breath of Air" ACS #1334 - "Smoking and You" McGraw-Hill	What type of diseases are often associated with smoking?	Use t illus tars

	Motivating Questions	Activities
h" SVE "	How important is the theory that to be accepted by your friends, you must smoke?	Discuss the filmstrips and the ideas they present.
g	Do you feel that smoking parents and older brothers and sisters who smoke are a force to be considered in connection with teenage smoking?	Discuss reasons adults smoke. Use transparency as a guide to create comments on student's attitude on adult smoking as a factor in teenage smoking.
	Do you think that cigarette commercials are propaganda? One sided?	Collect cigarette advertisements from newspapers and magazines.
	For what reasons are the three major networks, N.B.C., C.B.S., and A.B.C. banning cigarette commercials in 1970-71?	
	Tell about some of the T.V. commercials that advertise cigarettes. What are some of their claims?	Analyze television claims. Students take notes and evaluate the claims.
w-Hill	What type of diseases are often associated with smoking?	Use the mechanical smoker to illustrate the collection of tars and nicotine.

TOBACCO (continued)

Concepts	Teacher Materials
A. Smoking Effects On The Body	*Tobacco and Health - A Handbo For Teachers*, pp. 32-52
1. Cancer 2. Heart disease 3. Respiratory disease	"1970 Cancer Facts and Figure
	Smoking and Health - Report the Advisory Committee to the General of the Public Health
	"Teaching About Cancer"
III. There is a lot of money involved in smoking.	*Tobacco and Health* - A Handbo For Teachers, pp. 19, 44-45
A. What is a habit?	"1970 Cancer Facts and Figur
1. How is it started? 2. How can it be broken?	"Cigarettes...America's No. Health Problem"

	Teacher Materials	Student Materials
dy	Tobacco and Health - A Handbook For Teachers, pp. 32-52	"Smoking or Health" (Lindsay)
	"1970 Cancer Facts and Figures"	"The Facts About Smoking and Health"
	Smoking and Health - Report of the Advisory Committee to the Surgeon General of the Public Health Service	"Answering the Most Often Asked Questions About....Cigarette Smoking and Lung Cancer"
	"Teaching About Cancer"	
lved	Tobacco and Health - A Handbook For Teachers, pp. 19, 44-45	
	"1970 Cancer Facts and Figures"	
?	"Cigarettes...America's No. 1 Public Health Problem"	

Audio Visual	Motivating Questions
	Are the effects of smoking immediat or does it show up after a lengthy time of smoking? (heart beat, sense diseases)
Poster:	
"The Big Flip-Top Box"	
Transparency:	
"Rate of Death From Cancer Due To Smoking" - T-8-6	Will quitting smoking lessen one's chances of getting one of the diseas related to smoking?
Slides	
"Pathological Sense"	
Poster:	What is a habit?
"Chained Hands"	Are habits easy to break once they are formed?
Film:	What causes a habit?
#1341 - "Breaking The Habit" ACS	Are certain people more prone to forming habits than others?
	What is there about cigarettes that causes a habit to form?

	Motivating Questions	Activities
	Are the effects of smoking immediate or does it show up after a lengthy time of smoking? (heart beat, senses, diseases)	Have the teacher blow smoke through a piece of tissue without inhaling. Blow through another spot after inhaling. This will show how much of the tars and nicotine stayed in the lungs.
c"		
Cancer Due	Will quitting smoking lessen one's chances of getting one of the diseases related to smoking?	
		Discuss Charlie's health - from film, "Breath of Air." #1327
	What is a habit? Are habits easy to break once they are formed?	Discuss with the students the various habits that people have, excluding smoking.
." ACS	What causes a habit? Are certain people more prone to forming habits than others? What is there about cigarettes that causes a habit to form?	Have students try to arrive at reasons for habits and why they are allowed to continue. If possible, have an habitual smoker talk to the class about the problem of smoking as a habit. (Elicit questions from the students)

TOBACCO (continued)

Concepts	Teacher Materials
B. Cost of maintaining the habit of smoking	
1. Cost goes up with increase of habit	
2. Money could be used for other things	
C. Cost in human lives	Tobacco and Health, James and Rosenthal (School Library)
1. Death rates rise with rate of cigarette consumption.	
2. Quitting smoking decreases the chances of dying prematurely.	

	Teacher Materials	Student Materials
the habit		
h increase		
sed for		
	Tobacco and Health, James and Rosenthal (School Library)	"Cigarettes....America's No. 1 Public Health Problem"
e with rate nsumption. g decreases dying		"The Story of an Ex-Smoker"

Audio Visual	Motivating Questions	Act
	Is the monetary cost of smoking actually worth it?	Hav smo per
	What reasons do you suppose smokers have to spend so much money on cigarettes?	
Film: #1161 - "No Smoking" Sid Davis	Does it appear that economic value of smoking is worth the risk to human life?	Hav the
Transparencies: "Is It Worth It?" - T-8-7 A, B, C, D "Responsibility of the Tobacco Industry" - T-8-8 "How Teenagers See Themselves" - T-8-9 A, B, C	Why do you suppose quitting smoking is emphasized so much?	
Poster: "Is It Worth It...$5,000 in 20 Years"	It has been proven that cigarette smoking causes cancer. Why doesn't this scare?	Dis cou spe

	Motivating Questions	Activities
	Is the monetary cost of smoking actually worth it? What reasons do you suppose smokers have to spend so much money on cigarettes?	Have students compute the cost of smoking one package of cigarettes per day over a period of one year.
is 8-7 A, B, Tobacco mselves" -	Does it appear that economic value of smoking is worth the risk to human life? Why do you suppose quitting smoking is emphasized so much?	Have students prepare charts on the death rate of a smoker.
00 in 20	It has been proven that cigarette smoking causes cancer. Why doesn't this scare?	Discuss the many things people could buy with the money not spent on cigarettes.

Concepts	Teacher Materials
D. Financial benefits to the United States from smoking 1. Money earned from sales a. Tax Revenue b. Employment c. Advertising d. New responsibility of tobacco industries	Book: James and Rosenthal Tobacco and Health, 1962 by Charles C. Thomas, Publisher 172-190 Reprint: "Showdown in Marlboro Country" Reprint from Sept. 1969 issue of Consumers Report Pamphlet: "Smoking - The Great Dilemma" - Becker, Edwards and Ruth #36 Public Affairs Pamphlet 1964 pp 53-56 Reprint: "Teenagers and Smoking" A report conducted for the American Cancer Society by Lieberman Research Inc.

	Teacher Materials	Student Materials
s to the m smoking from	Book: James and Rosenthal Tobacco and Health, 1962 by Charles C. Thomas, Publisher 172-190	Pamphlet: "Americas No. 1 Public Health Problem" Public Affairs Pamphlet #439. pp 11-12
ue	Reprint: "Showdown in Marlboro Country" Reprint from Sept. 1969 issue of Consumers Report	
t ng ns- f ndus-	Pamphlet: "Smoking - The Great Dilemma" - Becker, Edwards and Ruth #36 Public Affairs Pamphlet 1964 pp 53-56	
	Reprint: "Teenagers and Smoking" A report conducted for the American Cancer Society by Lieberman Research Inc.	

Audio Visual	Motivating Questions
Filmstrip: "Tobacco Statistics and Chemistry" Eye-Gate #613-85	What would the effect on the nation's economy be if everyone were to quit smoking?
Transparency: "Economics"	
Transparency: "Responsibility of Industry"	Is there anything the tobacco industry cna do to offset the problems created by reduced smoking?
Poster: "Bensen and Hedges"	

	Motivating Questions	Activities
cco Statistics ye-Gate #613-85	What would the effect on the nation's economy be if everyone were to quit smoking?	Research concerning the amount of money spent on tobacco in 1969
conomics"		Compare the amount with that spent on education, highways, and churches.
esponsibility	Is there anything the tobacco industry cna do to offset the problems created by reduced smoking?	Have students research on local distribution and collect data on local sales on the number of various companies that receive revenues for handling of tobacco products.
and Hedges"		
		Visit local merchants and collect data on teenage purchasing of tobacco products.

IV. TEACHER INFORMATION

Habit

a. Nation's No. 1 leading habit
b. 1965 - American's smoked 512 billion cigarettes
c. 8.6 billion cigars
d. 74 million lbs. of pipe tobacco

Tobacco

a. Nation's fifth largest crop
b. Nation's No. 1 health menace
c. 1970 - 59,000 Americans will die from lung cancer

Deaths

a. 16% of death from all causes in U. S. due to cancer
b. All forms of cancer deaths on decline, except lung cancer
c. One in four Americans will someday have cancer

Smoking - Started with American Indian - - about 100 AD

Nicotine - Named after Jean Nicot, a Frenchman

Tobacco - From a plant, "Nicotine Tobacum"

John Ralfe - Introduced tobacco to the colonies

Sir Walter Raleigh - Popularized smoking in England

Tobacco - Today is a major industry in the United States

Advertising - $245 million annually spent - radio - TV

Money spent by smokers - 8.6 billion spent by American public annually for tobac

Revenue from smoking - 3.3 billion are returned to the federal and state governm

Employment - 550 factories in thirty states - 88,000 workers

IV. TEACHER INFORMATION

t
2 billion cigarettes

acco

e
l die from lung cancer

s in U. S. due to cancer
on decline, except lung cancer
someday have cancer

ian - - about 100 AD

a Frenchman

'obacum"

the colonies

oking in England

in the United States

spent - radio - TV

n spent by American public annually for tobacco products

are returned to the federal and state governments in tobacco tax, annually

y states - 88,000 workers

V. GLOSSARY

ammonia	colorless, pungent gas compound of nitrogen and hydroge and as a strong cleaning fluid
arsenic	a silvery-white, brittle, very poisonous chemical; comp insecticides, glass, medicines; arsenic trioxide has no
cancer	a malignant growth of tissue, usually ulcerating, tendi general ill health; a carcinoma or sarcoma
carbon monoxide	compound of carbon and oxygen; given off in car exhaust combustion of any carbonaceous material
carcinoma	any of several kinds of epithelial cancer
cardiac	of or near the heart; relating to the upper part of the
cardiovascular disease	disease of the vessels of the heart
cell	small microscopic mass of protoplasm; performs life fun
chronic bronchitis	inflammation of the bronchial tubes; continuing for a l
cilia	hairlike process found on many cells; capable of vibrat
coronary	pertaining to either of two arteries—right or left—wh tissue of the heart
coronary artery disease	disease of the above mentioned arteries
decision	the act of making up one's mind; a judgment or conclusi deciding or settling a question
depressant	lowering the rate of muscular or nervous activity
emphysema	an abnormal swelling of the alveoli of the lungs or the of the lungs
formaldehyde	poison frequently used as a disinfectant

V. GLOSSARY

olorless, pungent gas compound of nitrogen and hydrogen - NH_3; used in fertilizers, medicine,
nd as a strong cleaning fluid

silvery-white, brittle, very poisonous chemical; compounds of it are used in making
nsecticides, glass, medicines; arsenic trioxide has no taste

malignant growth of tissue, usually ulcerating, tending to spread, and associated with
eneral ill health; a carcinoma or sarcoma

ompound of carbon and oxygen; given off in car exhaust; produced by the incomplete
ombustion of any carbonaceous material

ny of several kinds of epithelial cancer

f or near the heart; relating to the upper part of the stomach

isease of the vessels of the heart

mall microscopic mass of protoplasm; performs life functions

nflammation of the bronchial tubes; continuing for a long time

airlike process found on many cells; capable of vibratory or lashing movement

ertaining to either of two arteries—right or left—which arise from the aorta to supply
issue of the heart

isease of the above mentioned arteries

he act of making up one's mind; a judgment or conclusion reached or given; the act of
eciding or settling a question

owering the rate of muscular or nervous activity

an abnormal swelling of the alveoli of the lungs or the tissue connecting the alveoli
of the lungs

oison frequently used as a disinfectant

habit - custom - practice	an inclination for an action acquired by repetition
hazard	risk; danger; peril
hydrogen cyanide	poisonous gas; used in execution of criminals
hydrogen sulfide	poisonous gas; smell of rotten eggs (Yellowstone Park)
insecticide	preparation for destroying insects
lung cancer	cancer of the lungs
maturity	state or quality of being developed
nicotine	$C_{10}H_{14}N_2$--colorless, oily poison used as insecticide; stimul
sarcoma	form of cancer arising from non-epithelial tissue such as co tissue, cartilage or bone
stimulant	something which arouses or excites--spurs on
tar	material that stains the inside of a smoker's lungs and acts sticky brown to black liquid with a pungent odor; obtained of wood, peat, shale; tars are produced of hydrocarbons and preserving surfaces and organic compounds
tobacco	products such as cigars, cigarettes, and snuff prepared fro plant which belongs to the nightshade family

GLOSSARY (continued)

tion for an action acquired by repetition

er; peril

gas; used in execution of criminals

gas; smell of rotten eggs (Yellowstone Park)

n for destroying insects

the lungs

quality of being developed

-colorless, oily poison used as insecticide; stimulant drug; found in tobacco leaves

ancer arising from non-epithelial tissue such as connecting tissue, lymphalic
artilage or bone

which arouses or excites—spurs on

that stains the inside of a smoker's lungs and acts as a slow tissue poison; thick,
own to black liquid with a pungent odor; obtained by the destructive distillation
peat, shale; tars are produced of hydrocarbons and their derivatives; used in
g surfaces and organic compounds

such as cigars, cigarettes, and snuff prepared from the leaves of the tobacco
ch belongs to the nightshade family

DRUGS

	Concepts	Teacher Materials	Studen
I.	Main objectives: To review the identification, medical use, improper use, and the physiological effects of drugs in their three main classifications	"First Facts About Drugs" "The Use and Misuse of Drugs" "Drugs and Your Body" "How Safe Are Our Drugs?"	Dittos " " Report " D " O p "
	A. Stimulants		
	B. Depressants		
	C. Hallucinogens		
II.	Proper Use of Drugs		
	A. Prescriptions - how to read the labels		
	B. Caution in taking over-the-counter drugs		
III.	Stimulants	"Drugs of Abuse" "Students and Drug Abuse," pp. 8, 9 "Let's Talk About Goofballs and Pep Pills" "Fact Sheets," pp. 10-12	"A Gui Subjec "Drugs
	A. Cocaine		
	B. Amphetamine		
	C. Benzedrine		
	D. Dexedrine		

	Teacher Materials	Student Materials
w the e, io- n their	"First Facts About Drugs" "The Use and Misuse of Drugs" "Drugs and Your Body" "How Safe Are Our Drugs?"	Dittos: "Health Magic" "Do's and Don'ts For Drugs" Report Materials: "Young Scientists Look At Drugs" "Facts About Narcotics and Other Dangerous Drugs," pp. 5-10
read		"Drugs and Your Body"
-the-		
	"Drugs of Abuse" "Students and Drug Abuse," pp. 8, 9 "Let's Talk About Goofballs and Pep Pills" "Fact Sheets," pp. 10-12	"A Guide To Some Drugs Which Are Subject to Abuse" "Drugs of Abuse"

Audio Visual	Motivating Questions	A
Transparencies:	What is meant by a drug-oriented society?	Re me
"Good Team For Proper Drug Use" - D-8-1	Is it necessary to take a drug for every minor ailment?	As su
"How To Read Prescription Labels" - D-8-2	When should self-medication be used and when should responsible medical attention be sought?	
"FDA Warnings On Drug Labels" - D-8-3	What are "over-the-counter drugs? When can they be harmful?	
	How are drugs labeled for safe use?	
Filmstrip:	How should prescription drugs be used?	Ch us Fr
"Critical Areas of Health" SVE # 91 - "Drug Misuse and Your Health" w/record and guide	Why should we be concerned about the safety of drugs?	pu or de us
		Co
Transparencies:	What are the medical uses of amphetamines?	R m p s
"Identification of Stimulants" - D-8-4	How can they benefit Man?	
"Slang Terms - Stimulants" - D-8-5	Why are amphetamines so dangerous if abused?	C g e S
"Symptoms of Stimulant Abuse" - D-8-6		

	Motivating Questions	Activities
r Drug Use" -	What is meant by a drug-oriented society?	Review briefly the proper medical use of drugs in general.
ption Labels" -	Is it necessary to take a drug for every minor ailment?	Assign the students to take a survey of drugs in their homes.
g Labels" -	When should self-medication be used and when should responsible medical attention be sought?	
	What are "over-the-counter drugs? When can they be harmful?	
	How are drugs labeled for safe use?	
	How should prescription drugs be used?	Chart the identification, proper use, and harms from improper use. From the information gathered, put the most widely used drugs on a large poster and give the details of proper and improper use of each. (Group project)
f Health" SVE Your Health" e	Why should we be concerned about the safety of drugs?	
		Composition: "Good Habits and Goals in Life"
	What are the medical uses of amphetamines?	Review briefly the identification, medical use, improper use pattern, and slang terms of stimulants.
Stimulants" -	How can they benefit Man?	
ulants" -	Why are amphetamines so dangerous if abused?	Conduct an experiment on mice given a stimulant and watch the effects. (Refer to "Young Scientists Look At Drugs")
ant Abuse" -		

DRUGS (continued)

Concepts	Teacher Materials
E. Caffeine	"Fighting Illegal Drug Traffic," p. 3.
F. Methadrine 1. Description 2. Slang expressions 3. Proper use 4. Improper use 5. Physical effects	"Amphetamines"
G. Reasons for abuse 1. Social application 2. Social harm 3. Emotional harm 4. Risks involved	"Students and Drug Abuse," pp. 8, 9 "Fact Sheets," pp. 4-9, 10-12 "Let's Talk About Goofballs and Pep Pills," pp. 11-19 "The Crutch That Cripples: Drug Dependence" Read to the class: "Facts About Narcotics and Other Dangerous Drugs," pp. 21, 31 "Restricted Drugs: For Use By Law Enforcement Agencies"

	Teacher Materials	Student Materials
	"Fighting Illegal Drug Traffic," p. 3.	Reports:
		"Drugs and Driving - What Drugs Might Do To Your Driving"
	"Amphetamines"	
ssions		
		"Drugs and Our Automotive Age"
e fects		
se	"Students and Drug Abuse," pp. 8, 9	
ication	"Fact Sheets," pp. 4-9, 10-12	
rm ved	"Let's Talk About Goofballs and Pep Pills," pp. 11-19	Ditto:
	"The Crutch That Cripples: Drug Dependence"	"Risks of Abusing Amphetamines"
	Read to the class: "Facts About Narcotics and Other Dangerous Drugs," pp. 21, 31 "Restricted Drugs: For Use By Law Enforcement Agencies"	

Audio Visual	Motivating Questions	Act
Drug Identification Kit - Winston	How can "speed" kill?	
Filmstrip:	What are the signs and symptoms of an amphetamine abuser?	
"Tell It Like It Is" Tane Press # 70 - "Let's Talk About Goofballs and Pep Pills" w/record and booklet	What happens if alcohol is taken with stimulants?	Dis the amp
	What are the dangers of driving while under the influence of "pep pills?"	
	What are the slang terms given to stimulants?	
	Why, and by whom, are stimulants abused?	
	What is meant by tolerance?	
	Is cocaine a widely abused stimulant?	Ask spe amp on
	How many amphetamines are abused every year?	
	How much does a heavy abuser use every day?	Dis bec
Film:	What are the dangers of shooting "speed?"	Rea Nar Dru
#1345 - "Speedscene: The Problem of Amphetamine Abuse" Bailey-Film Associates	What are the long-term effects of amphetamine abuse?	
	What social harms could develop from amphetamine abuse?	Dis pro
		Dis ing

	Motivating Questions	Activities
- Winston	How can "speed" kill?	
	What are the signs and symptoms of an amphetamine abuser?	
t Is" Tane Press ut Goofballs /record and	What happens if alcohol is taken with stimulants?	Discuss points brought out in the filmstrip concerning amphetamine abuse.
	What are the dangers of driving while under the influence of "pep pills?"	
	What are the slang terms given to stimulants?	
	Why, and by whom, are stimulants abused?	
	What is meant by tolerance?	
	Is cocaine a widely abused stimulant?	Ask a doctor or pharmacist to speak to the class about amphetamines and their effects on the body.
	How many amphetamines are abused every year?	
	How much does a heavy abuser use every day?	Discuss why amphetamines are becoming a growing concern.
	What are the dangers of shooting "speed?"	Read excerpt from "Facts About Narcotics and Other Dangerous Drugs," p. 22
he Problem of se" Bailey-	What are the long-term effects of amphetamine abuse?	Discuss the mental and emotional problems cuased by drug abuse.
	What social harms could develop from amphetamine abuse?	Discuss points in the film concerning stimulant abuse.

DRUGS (continued)

Concepts	Teacher Materials	Stud
IV. Depressants	"Narcotics: Some Questions and Answers"	Ref
A. Opiates	"Facts About Narcotics and Other Dangerous Drugs," pp. 14-16	
1. opium 2. codeine 3. morphine 4. paragoric 5. heroin	"The Narcotic Addiction Problem," pp. 9-11 "Living Death"	
B. Barbiturates and Tranquilizers		Rep
1. Phenobarbital 2. Seconal 3. Nembutal 4. Luminal 5. Sodium Pentothal 6. Miltown 7. Librium 8. Equamil		
C. Description D. Slang Terms E. Proper Use F. Improper Use Pattern G. Physical Effects	"Barbiturates," #OP-196 AMA "Let's Talk About Goofballs, and Pep Pills," Zane Press, pp 22,24 "Fact Sheets" Bureau of Narcotics and Dangerous Drugs, US Department of Justice	

	Teacher Materials	Student Materials
	"Narcotics: Some Questions and Answers" "Facts About Narcotics and Other Dangerous Drugs," pp. 14-16 "The Narcotic Addiction Problem," pp. 9-11 "Living Death"	Refer to: "A Guide to Some Drugs Which Are Subject to Abuse"
ranquilizers		Reports: Synthetic Substitutes Kicking the Habit
al		
ern	"Barbiturates," #OP-196 AMA "Let's Talk About Goofballs, and Pep Pills," Zane Press, pp 22,24 "Fact Sheets" Bureau of Narcotics and Dangerous Drugs, US Department of Justice	

Audio Visual	Motivating Questions	Activiti
	What emotional harms could develop from amphetamine abuse?	
	What are the risks involved with amphetamine abuse?	
Transparencies: "Types of Depressants" - D-8-7	What are the medical uses of the opiates?	Briefly medical slang te
"Synthetics" - D-8-8	What is the most potent narcotic drug?	
"Slang Terms For Depressants" - D-8-9	How are narcotics abused?	
"Effects of Depressant Abuse" - D-8-10	Have any of you had to take a narcotic?	Briefly medical physiolo terms o tranqui
"Elements Essential in the Making of an Addict" - D-8-11 w/overlays	How can people become accidentally addicted to a narcotic?	
"Steps to Addiction" - D-8-12	What is withdrawal?	
Drug Identification Kit - Winston	How are barbiturates used medically?	Discuss
Film:	Are barbiturates physically or psychologically addictive drugs?	Discuss the fil
#1338 - "Narcotics, Why Not?" Cahill	How are tranquillizers different from barbiturates?	Skits:
Transparencies: "Medical Uses of Depressants" - D-8-13	How can barbiturates and tranquillizers prove to be dangerous if not used properly?	
"Withdrawal" - D-8-14	Have you ever heard of a death caused by an overdose of barbiturates?	

	Motivating Questions	Activities
	What emotional harms could develop from amphetamine abuse?	
	What are the risks involved with amphetamine abuse?	
s" - D-8-7	What are the medical uses of the opiates?	Briefly review the identification, medical use, improper use, and slang terms of narcotics.
3	What is the most potent narcotic drug?	
ressants" -	How are narcotics abused?	
nt Abuse" -	Have any of you had to take a narcotic?	
in the Making -11 w/overlays	How can people become accidentally addicted to a narcotic?	Briefly review the identification, medical use, improper use pattern, physiological effects, and slang terms of barbiturates and tranquillizers.
" - D-8-12	What is withdrawal?	
Winston	How are barbiturates used medically?	Discuss depressant withdrawal.
	Are barbiturates physically or psychologically addictive drugs?	Discuss points brought out in the film, "Narcotics, Why Not?"
ot?" Cahill	How are tranquillizers different from barbiturates?	Skits: How drugs affect physical and/or mental skills.
pressants" -	How can barbiturates and tranquillizers prove to be dangerous if not used properly?	Doctor Athlete Businessman Pilot Automobile driver Typist
14	Have you ever heard of a death caused by an overdose of barbiturates?	

Concepts	Teacher Materials	Stud
V. Hallucinogens	"Drugs of Abuse"	Dit
A. Marijuana	"Students and Drug Abuse," pp. 5-7	
1. Description	"Marijuana and Crime"	
2. Slang terms 3. Proper use 4. Improper use	"Marijuana: Social Benefit or Social Detriment?"	"A are
5. Physical effects 6. Psychological effects	"What About Marijuana?" p. 5	"Dr
	"Facts About Narcotics and Other Dangerous Drugs," p. 18	
	"The Crutch That Cripples: Drug Dependence," p. 12	
	Marijuana	
B. LSD (peyote, mescaline, DMT, STP, and psilocybin)	"LSD: Some Questions and Answers"	Ref
	"LSD"	
1. Description		

	Teacher Materials	Student Materials
ts	"Drugs of Abuse" "Students and Drug Abuse," pp. 5-7 "Marijuana and Crime" "Marijuana: Social Benefit or Social Detriment?" "What About Marijuana?" p. 5 "Facts About Narcotics and Other Dangerous Drugs," p. 18 "The Crutch That Cripples: Drug Dependence," p. 12	Dittos: "Drug Pre-Test "Crossword Puzzle" "A Guide To Some Drugs Which are Subject to Abuse" "Drugs of Abuse"
	Marijuana	
, DMT,	"LSD: Some Questions and Answers" "LSD"	Refer to: "A Guide to Some Drugs Which Are Subject to Abuse"

Audio Visual	Motivating Questions	Ac
		In re of
Transparencies:	Why are there more young people abusing hallucinatory drugs?	Gi fi
"Marijuana" "Identification" - D-8-15 "Slang Terms" - D-8-16	What are other "highs" that teenagers are experimenting with?	us sl (N
Drug Identification Kit - Winston	Why is marijuana one of the most popularly abused drugs?	Ha dr
Filmstrip:	Why doesn't "pot" affect some people?	Ha cl
# 73 - "Why Not Marijuana?" w/record and guide Tane Press	Why are the non-narcotic drugs thought to be more dangerous than the narcotic drugs?	co dr pr ce
	What is the difference between physical dependence and psychological dependence?	Ha qu
	What other substances eaten, drunk, chewed, or otherwise manipulated, can one become psychologically dependent upon?	Br st
	What is hashish?	
Transparencies:	What does LSD look like?	Br me
"Description of LSD" - D-8-17 "Other Hallucinogens" - D-8-18 "Slang Terms" - D-8-19	Why would anyone want to take LSD?	us s

	Motivating Questions	Activities
		Investigate the various views regarding the medical use of drugs: Doctor Clergyman
	Why are there more young people abusing hallucinatory drugs?	Give a pre-test on the identification, proper and improper use, physiological effects, and slang terms of hallucinogens. (No grade)
- D-8-15 -8-16	What are other "highs" that teenagers are experimenting with?	
inston	Why is marijuana one of the most popularly abused drugs?	Hand out crossword puzzle on drug terminology and slang terms.
	Why doesn't "pot" affect some people?	Have students bring in newspaper clippings and other articles concerning the use and abuse of drugs, or assign students to prepare a bulletin board on a certain drug area.
" w/record ss	Why are the non-narcotic drugs thought to be more dangerous than the narcotic drugs?	
	What is the difference between physical dependence and psychological dependence?	Have a question box for anonymous questions concerning drugs.
	What other substances eaten, drunk, chewed, or otherwise manipulated, can one become psychologically dependent upon?	Briefly review marijuana using student guide and transparencies.
	What is hashish?	
	What does LSD look like?	Briefly review the identification, medical use, improper and proper use, physiological effects, and slang terms for LSD.
- D-8-17 - D-8-18 9	Why would anyone want to take LSD?	

DRUGS (continued)

Concepts	Teacher Materials	S
2. Slang terms 3. Proper use 4. Improper use 5. Physical effects 6. Psychological effects	The LSD Story "LSD: Trip or Trap?" "Let's Talk About Drugs" "Drug Abuse: The Chemical Cop-Out" "Fact Sheets," pp. 9-2, 9-3 "Restricted Drugs: For Use By Law Enforcement Agencies" (Fact Sheet #5) "LSD: The False Illusion" (Part I and Part II) "The Problems of LSD and Emotional Disorder" "Students and Drug Abuse," pp. 11-13	R
C. Volatile Chemicals (glue, rubber cement, gasoline, shoe polish, cleaning solvent, etc.) 1. Description 2. Proper use 3. Improper use 4. Physical effects 5. Psychological effects	"Glue Sniffing: Big Trouble In a Tube" "The Glue Sniffing Problem," pp. 7-9 "Glue Sniffing" "A Review of the Evidence of Glue Sniffing: A Persistent Problem"	
VI. The Effect of Drug Abuse on Society A. Any individual who is dependent on a drug for any reason other than one established by a doctor is an abuser of drugs.	"Fact Sheets," pp. 4-1, 4-2	

	Teacher Materials	Student Materials
	The LSD Story	Report:
	"LSD: Trip or Trap?"	"LSD - A Vanishing World
cts effects	"Let's Talk About Drugs"	
	"Drug Abuse: The Chemical Cop-Out"	
	"Fact Sheets," pp. 9-2, 9-3	
	"Restricted Drugs: For Use By Law Enforcement Agencies" (Fact Sheet #5)	
	"LSD: The False Illusion" (Part I and Part II)	
	"The Problems of LSD and Emotional Disorder"	
	"Students and Drug Abuse," pp. 11-13	
s (glue, soline, ning	"Glue Sniffing: Big Trouble In a Tube"	Ditto: Poem: "A Tube of Glue"
	"The Glue Sniffing Problem," pp. 7-9	
	"Glue Sniffing"	
ects l effects	"A Review of the Evidence of Glue Sniffing: A Persistent Problem"	
ouse on	"Fact Sheets," pp. 4-1, 4-2	Ditto: Poem: "For Teenagers Only"
ho is depen- or any reason stablished by ouser of drugs.		

Audio Visual	Motivating Questions
"Effects On The Brain" - D-8-20 "Bad Trip" - D-8-21	Why shouldn't everyone try LSD, just once, for the experience?
Drug Identification Kit - Winston	What effects, other than hallucinations, can LSD produce?
Film:	Does LSD have any medical use?
#1349 - "LSD^{25}" Professional Arts, Inc.	Do the popular songs of today depict taking drugs to "get high" as the thing to do?
Transparencies:	What other substances are sniffed or inhaled?
"Types of Volatile Chemicals Abused" - D-8-22	Why is it dangerous to inhale substances that contain hydrocarbons?
"Effects of Glue Sniffing" - D-8-23	
"Body Organs Affected by Glue Sniffing" - D-8-24	What are the effects of glue sniffing
	What organs, other than the brain, are affected by glue sniffing?
Transparencies:	Who would be a situational user, a spree user, or the hard-core addict?
"What Is Drug Abuse?" - D-8-25 "Why Are Drugs Abused?" - D-8-26 "The Main Group of Drug Abusers" - D-8-27 (Series of 3)	Who first introduces young people to drugs and how does it usually come about?

	Motivating Questions	Activities
in." - D-8-20	Why shouldn't everyone try LSD, just once, for the experience?	Have a committee prepare a bulletin board that shows impairment of brain functions when an intoxicating substance is taken.
Winston	What effects, other than hallucinations, can LSD produce?	
	Does LSD have any medical use?	
nal Arts, Inc.	Do the popular songs of today depict taking drugs to "get high" as the thing to do?	
Chemicals	What other substances are sniffed or inhaled?	Briefly review the identification, improper and proper use, psychological and physical effects of glue sniffing.
niffing" - D-8-23 ted by Glue	Why is it dangerous to inhale substances that contain hydrocarbons?	
	What are the effects of glue sniffing?	
	What organs, other than the brain, are affected by glue sniffing?	
	Who would be a situational user, a spree user, or the hard-core addict?	Buzz groups: Prepare lists of reasons why there is an increasing number of juveniles who are starting a drug habit.
e?" - D-8-25 sed?" - D-8-26 Drug Abusers" - 3)	Who first introduces young people to drugs and how does it usually come about?	

Concepts	Teacher Materials	Stud
1. There are three main groups of drug abusers: a. situational user b. spree user c. hard-core addict		
B. There is no single cause or single set of conditions that clearly lead to drug dependence. 1. Key factors a. a drug b. an individual c. an environment d. personality deficiency 2. Juveniles a. adolescence complex process b. family influence c. sociological factors 3. Adults a. social maladjustment b. pressures and demands from society c. background of family difficulties d. community factors	"Narcotics and Dangerous Drug Abuse," McGrath, pp. 3-5, 3-6, 3-7 *The Scope of the Narcotics and Drug Abuse Problem*, p. 11 "Restricted Drugs for Use by Law Enforcement Agencies" (Fact Sheet #3.) "Drug Abuse: The Chemical Cop-Out"	Repo

	Teacher Materials	Student Materials
ain users:		
ser		
lict		
use or ions that dependence.	"Narcotics and Dangerous Drug Abuse," McGrath, pp. 3-5, 3-6, 3-7 The Scope of the Narcotics and Drug Abuse Problem, p. 11 "Restricted Drugs for Use by Law Enforcement Agencies" (Fact Sheet #3.) "Drug Abuse: The Chemical Cop-Out"	Report: (or extra reading) "Why Students Turn to Drugs" "Realities We Must Face, But Won't" "Drug Abuse: Escape to Nowhere" "Behavior" Section of Time
l nt deficiency		
complex		
ence factors		
justment demands		
f family		
ctors		

Audio Visual	Motivating Questions	Act
Film: (Outside Source) "Fight or Flight" J & F Productions	What are some signs that may indicate that a person is having emotional problems? What are the best ways of working out these problems?	Fin on fro Thi pro wit inv
Transparency: "How To Prevent Drug Abuse" - D-8-28	What is a mentally healthy individual? How can the social setting affect the effects of a drug? What new standards and values are prevalent recently in the United States? (dress, movies, books, and other entertainment) What is meant by the statement, "we live in an age of anxiety?" Do adults try to identify with youth activities, making it difficult for teenagers to "do their own thing?"	Fo

	Motivating Questions	Activities
F Produc-	What are some signs that may indicate that a person is having emotional problems? What are the best ways of working out these problems?	Find out the local statistics on drug abuse in your community from the probation department. This department may be able to provide actual case histories without using names of individuals involved.
use" -	What is a mentally healthy individual? How can the social setting affect the effects of a drug? What new standards and values are prevalent recently in the United States? (dress, movies, books, and other entertainment)	Form "buzz" groups and discuss: "What are some critisms of the 'establishment'?" "Is it wrong to rebel?" Problem-solution approach: "What should you do if you find that a classmate is using a form of an illegal drug?"
	What is meant by the statement, "we live in an age of anxiety?"	
	Do adults try to identify with youth activities, making it difficult for teenagers to "do their own thing?"	

Concepts	Teacher Materials
C. Drug abusers become careless about their appearance, their mode of living, health, contributions to the family and society, and in interpersonal relationships.	"The Crutch That Cripples: Drug Dependence," p. 13 "The Use and Misuse of Drugs," pp. 10, 11 "Drug Abuse: A Teenage Hang-up," pp. 23, 24
1. General effects and symptoms of drug abuse a. physical illnesses b. mental disorders c. personal habits neglected d. malnutrition e. accidents, death f. potentiality of becoming a pusher	
D. The adverse effects of drug abuse greatly outweigh any possible benefits.	"Students and Drug Abuse"
1. Effects of drug usage depends upon: a. user's personality b. size and frequency of dose c. method taken d. motivated reason for taking e. environment	

	Teacher Materials	Student Materials
e careless ance, their alth, he family n inter- hips.	"The Crutch That Cripples: Drug Dependence," p. 13 "The Use and Misuse of Drugs," pp. 10, 11 "Drug Abuse: A Teenage Hang-up," pp. 23, 24	
s and ug abuse		
illnesses orders abits		
ion , death ity of becom- er		
s of drug eigh any -	"Students and Drug Abuse"	
g usage		
rsonality frequency of		
ken reason for		
t		

Audio Visual	Motivating Questions	Activit
Transparencies:	What is meant by "rationalizing?"	Discuss at one
"General Effects of Drug Abuse" - D-8-29	In what ways do teenagers rationalize?	Discuss forms
"General Symptoms of Drug Abuse" - D-8-30	In what ways do adults rationalize?	
	How can rationalizing be harmful?	Discuss young to dru
	What is meant by "self-discipline?"	
	Why do many adults abuse drugs?	Discus that w "turn
	How can drug abuse weaken the structure of society?	
	Where can people go to rid themselves of their "hang-ups?"	What s in Ame sendin realit
	What are some community factors that could lead to drug dependence?	
	What are some factors that would influence the effects of any drug?	

	Motivating Questions	Activities
	What is meant by "rationalizing?"	Discuss how we all rationalize at one time or another.
g Abuse" -	In what ways do teenagers rationalize?	
ug Abuse" -		Discuss how drug abuse has many forms of rationalization.
	In what ways do adults rationalize?	
	How can rationalizing be harmful?	Discuss why some people (both young and adults) are turning to drugs.
	What is meant by "self-discipline?"	
	Why do many adults abuse drugs?	Discuss the kind of society that would be if humans could "turn on" freely.
	How can drug abuse weaken the structure of society?	
	Where can people go to rid themselves of their "hang-ups?"	What social problems do we have in America today that are sending people away from reality - by the use of drugs?
	What are some community factors that could lead to drug dependence?	
	What are some factors that would influence the effects of any drug?	

DRUGS (continued)

Concepts	Teacher Materials
E. Social, medical, and legal consequences of depressant and stimulant abuse 1. Reasons for abuse 2. Emotional harm 3. Social harms 4. Risks	"Facts About Narcotics and Other Dangerous Drugs," pp. 31-37 "Let's Talk About Drugs," pp. 11-14 "The Crutch That Cripples: Drug Dependence," p. 7 "The Narcotic Addiction Problem," pp. 10-12 "Drug Abuse: The Chemical Cop-Out"
F. Social, medical, and legal consequences of opiate abuse 1. Reasons for abuse 2. Emotional harm 3. Social harm 4. Risks	"Task Force Report: Narcotic and Drug Abuse," pp. 2, 6 "Fact Sheets," p. 6-1 "Drug Abuse: A Dead End Street," p. 7 "The Narcotic Addiction Problem," pp. 11, 12, 16, 17 "The Crutch That Cripples" "Youth and Narcotics: A Study of Juvenile Drug Addiction" "The Control and Treatment of Narcotic Use," pp. 15-19

	Teacher Materials	Student Materials
d legal pressant e se	"Facts About Narcotics and Other Dangerous Drugs," pp. 31-37 "Let's Talk About Drugs," pp. 11-14 "The Crutch That Cripples: Drug Dependence," p. 7 "The Narcotic Addiction Problem," pp. 10-12 "Drug Abuse: The Chemical Cop-Out"	Dittos: "The Risks from Barbiturate Abuse" "A Study of Juvenile Drug Addiction"
nd legal iate abuse se	"Task Force Report: Narcotic and Drug Abuse," pp. 2, 6 "Fact Sheets," p. 6-1 "Drug Abuse: A Dead End Street," p. 7 "The Narcotic Addiction Problem," pp. 11, 12, 16, 17 "The Crutch That Cripples" "Youth and Narcotics: A Study of Juvenile Drug Addiction" "The Control and Treatment of Narcotic Use," pp. 15-19	Report or assign to read: "Denver and the Dope Problem" Slow Learners: Read the "Scholastic Scope," January 26, 1969, February 5, 1970. Work out a socio-guidrama on the best questions and answers they want to add.

Audio Visual	Motivating Questions	Ac
	What type of person would abuse depressants?	Ha lo
	Does the body build up a tolerance to depressants?	Ha fa ti tr
	What is the difference between the misuse of asperin or laxatives and the abuse of phenobarbital?	Re Ab an
	How can one's driving be affected by the misuse of depressants?	
		Ha an ab
		Di de
Transparencies:	Why would an adult abuse opiate drugs?	Di pr hi
"Number of Addicts in the U.S." - D-8-31	Why would a teenager abuse opiates?	
"Recognizing a Narcotic Addict - The Symptoms of Abuse" - D-8-32	Why would people living in a ghetto environment be more prone to drug abuse? Or would they?	Re Na Dr a
"Addicts Die Young" - D-8-33	What other types of people abuse opiates? (medical, people, musicians)	St
	Why is narcotic abuse an urban problem?	Di ha
	What is an estimated guess of the number of narcotic addicts in the United States? What is the age range?	

	Motivating Questions	Activities
	What type of person would abuse depressants? Does the body build up a tolerance to depressants? What is the difference between the misuse of asperin or laxatives and the abuse of phenobarbital? How can one's driving be affected by the misuse of depressants?	Have a student report on the local problem of abuse. Have a class survey on how many families have medical prescriptions for sleeping pills or tranquillizers. Read excerpts from "Let's Talk About Drugs" on amphetamine and barbiturate abuse. Have a discussion of emotional and social harms that come from abuse of depressants. Discuss the risks of abusing depressants.
in the U.S." - otic Addict - se" - D-8-32 - D-8-33	Why would an adult abuse opiate drugs? Why would a teenager abuse opiates? Why would people living in a ghetto environment be more prone to drug abuse? Or would they? What other types of people abuse opiates? (medical, people, musicians) Why is narcotic abuse an urban problem? What is an estimated guess of the number of narcotic addicts in the United States? What is the age range?	Discuss what social and emotional problems an addict brings upon himself. Read excerpts from "Youth and Narcotics: A Study of Juvenile Drug Addiction." (What does a 'dope fiend' look like?) Student report: "Local Narcotic Problems" Discuss the problems an ex-addict has in returning to society.

Concepts	Teacher Materials	Stud
G. Social, medical, and legal consequences of hallucinogen abuse 1. Reasons for abuse 2. Social harms 3. Emotional harms 4. Risks, both mental and physical	"Drug Abuse: The Chemical Cop-Out" "Marijuana: Social Benefit or Social Detriment?" "The Scope of Narcotic and Drug Abuse Problems," pp. 10-13 "What About Marijuana?" pp. 12, 18 "Fact Sheets," p. 7-2 "Let's Talk About Drugs," p. 5 "The Control and Treatment of Narcotic Use," pp. 11-13	Ditt "Wha Ditt Repo

	Teacher Materials	Student Materials
edical, and legal ces of hallucinogen ns for abuse harms onal harms , both mental ysical	"Drug Abuse: The Chemical Cop-Out" "Marijuana: Social Benefit or Social Detriment?" "The Scope of Narcotic and Drug Abuse Problems," pp. 10-13 "What About Marijuana?" pp. 12, 18 "Fact Sheets," p. 7-2 "Let's Talk About Drugs," p. 5 "The Control and Treatment of Narcotic Use," pp. 11-13	Ditto: "Satire on Legalized Marijuana" "What About Marijuana." (hand out) Ditto: "Risks of Marijuana" Reports: (or extra reading) "But Mom, Everybody Smokes Pot!" "The Great Marijuana Plot" "LSD and Marijuana"

Audio Visual	Motivating Questions	Ac
	What is the use pattern of narcotics in the United States?	
	How long do the effects last?	
	How can "freak" accidents occur from abusing narcotics?	
	What risks is a person taking when abusing narcotics?	
	Are the symptoms easily recognizable?	
	What are some non-violent crimes that drug abusers would pursue to support their habit?	
	Does the term "dope fiend" reflect public opinion toward the addict? How should one concern himself with the problem of narcotic abusers?	
Transparency:	What types of people are using "pot"?	"B
"Recognizing a Marijuana Abuser"- D-8-34	What is an estimated guess of the number that have tried "pot" and are using it to some extent?	
Filmstrips:	What is non-conformity? Could it be said that drug abusers are conforming to non-conformity?	
"Marijuana: What Can You Believe?" Guidance Associates # 83 - Part I w/record # 84 - Part II w/record	What emotional problems could one have while under the influence of marijuana?	
Film:		
#1346 - "Keep Off The Grass" Sid Davis	What factors determine the effects of marijuana? (individual susceptibility, strength of marijuana,	

	Motivating Questions	Activities
	What is the use pattern of narcotics in the United States?	
	How long do the effects last?	
	How can "freak" accidents occur from abusing narcotics?	
	What risks is a person taking when abusing narcotics?	
	Are the symptoms easily recognizable?	
	What are some non-violent crimes that drug abusers would pursue to support their habit?	
	Does the term "dope fiend" reflect public opinion toward the addict? How should one concern himself with the problem of narcotic abusers?	
	What types of people are using "pot"?	"Buzz" groups: Give two questions to each group about the arguments concerning marijuana use. 1. Marijuana is not addicting and therefore is no worse than tobacco. 2. Marijuana always makes you happy and you like other people. 3. Marijuana does not produce violence. 4. Marijuana is no worse than alcohol, so why shouldn't marijuana be legalized?
ijuana Abuser"-	What is an estimated guess of the number that have tried "pot" and are using it to some extent?	
t Can You ce Associates	What is non-conformity? Could it be said that drug abusers are conforming to non-conformity?	
	What emotional problems could one have while under the influence of marijuana?	
ass" Sid Davis	What factors determine the effects of marijuana? (individual susceptibility, strength of marijuana,	

Concepts	Teacher Materials

Teacher Materials	Student Materials
	"Marijuana Research"

Audio Visual	Motivating Questions	Activiti
	method taken, manner of handling, environment)	5.
		6.
	What risks are you taking when you try or use marijuana?	
	Do you have any way of knowing exactly what you are getting in a "joint?"	Instruct board a these p informa
		"Buzz"
		1.
		2.
		3.
		Read ex
		"L
		Report:
		"P (S

Motivating Questions	Activities
method taken, manner of handling, environment) What risks are you taking when you try or use marijuana? Do you have any way of knowing exactly what you are getting in a "joint?"	5. Use of marijuana does not lead to crime. 6. Marijuana is not addicting, so it really isn't as harmful as most people think. Instructor write arguments on board and make opion known on these points with factual information. "Buzz" groups: 1. Should marijuana be legalized? (pros and cons) 2. Since marijuana is not physically but psychologically addictive, does this mean that marijuana is of lesser harm than heroin or a drug that produces physical addiction? 3. In what ways might legalized marijuana affect our society? Read excerpts from: "Let's Talk About Drugs," p. 5 Report: "Problems on Pot Research" (Science News, Jan. 24, 1970)

Concepts	Teacher Materials
H. The Risks of LSD 1. Reasons for abuse 2. Social harms 3. Emotional harms 4. Risks, both physical and mental	"Students and Drug Abuse," pp. 5-7, 45 "LSD: The False Illusion, Parts I and II"
I. The Dangers of Glue Sniffing 1. Reasons for abuse 2. Social harms 3. Emotional harms 4. Risks, both physical and mental	"The Glue Sniffing Problem," pp. 10, 11 "Glue Sniffing: Big Trouble in a Tube" "The Scope of the Narcotic and Drug Abuse Problems," pp. 10-A (Read actual incidents of people under inhalant intoxication) "Let's Talk About Drugs," p. 8 (Read poem) "Facts About Narcotics and Other Dangerous Drugs," p. 24 (Read case studies)

	Teacher Materials	Student Materials
buse ns hysical	"Students and Drug Abuse," pp. 5-7, 45 "LSD: The False Illusion, Parts I and II"	Reports: "Students and Drug Abuse" "LSD Broken Chromosomes: What They Mean For Your Children "The Stoned Age" Ditto: "Risks of LSD"
ue Sniffing buse ns hysical	"The Glue Sniffing Problem," pp. 10, 11 "Glue Sniffing: Big Trouble in a Tube" "The Scope of the Narcotic and Drug Abuse Problems," pp. 10-A (Read actual incidents of people under inhalant intoxication) "Let's Talk About Drugs," p. 8 (Read poem) "Facts About Narcotics and Other Dangerous Drugs," p. 24 (Read case studies)	Ditto: "Risks of Glue Sniffing"

Audio Visual	Motivating Questions	Act
Transparency:	Why is LSD abused?	Dis
"Reasons For LSD Abuse" - D-8-35	How did the LSD movement come about?	a p sel
	What exactly are hippies? What are their philosophies?	Wha lov rat
Film:	Does "tripping out" help someone understand himself? Solve his problems?	Che up dru
#1352 - "LSD" National Audiovisual Center	Does "turning on" advocate love and peace within the world?	Re
	What social and emotional harms can be brought about by abuse of LSD?	
	What risks are involved in taking LSD?	Dis in
Transparency: "Recognizing the Glue Sniffer" - D-8-36	What is the age range of glue sniffers and those who inhale other volatile chemicals?	Re st gl
	What are the reasons for abusing glue and other inhalants?	Ha gl
	Can glue sniffing lead to heroin addiction?	Re
	What is meant by "maturing out?"	
	Why do glue sniffers mature out of their habit?	
	Does peer group influence affect one's experimentation with drugs?	

	Motivating Questions	Activities
Abuse" - Audiovisual	Why is LSD abused? How did the LSD movement come about? What exactly are hippies? What are their philosophies? Does "tripping out" help someone understand himself? Solve his problems? Does "turning on" advocate love and peace within the world? What social and emotional harms can be brought about by abuse of LSD? What risks are involved in taking LSD?	Discuss what type of activities a person can do to achieve self-satisfaction. What can young people do to promote love and peace to all mankind, rather than just talk about it? Check with speaker's bureau to set up a taped session with a former drug abuser. Report: "The Stoned Age" Discuss the hippie culture and its influences on our society.
Glue Sniffer" -	What is the age range of glue sniffers and those who inhale other volatile chemicals? What are the reasons for abusing glue and other inhalants? Can glue sniffing lead to heroin addiction? What is meant by "maturing out?" Why do glue sniffers mature out of their habit? Does peer group influence affect one's experimentation with drugs?	Read, or tell, about the experiences stated in the two articles on glue sniffing. Discuss. Have students research the local glue sniffing problem and report. Read excerpts from: "Facts About Narcotics and Other Dangerous Drugs," p. 24 "The Scope of the Narcotic and Drug Abuse Problem," p. 10-A

Concepts	Teacher Materials
VII. Drug Traffic and Law Enforcement A. Drugs enter the black market in many ways. 1. Illegal drug distribution 2. Original suppliers; compare 1940 and now 3. Number of drug abusers in the United States	"Drug Abuse: Escape to Nowhere," pp. 78, 79 "Fact Sheets," pp. 3-2, 5-2 "Task Force Report: Narcotics and Drug Abuse" "The Scope of the Narcotic and Drug Abuse Problem," p. 7 "Restricted Drugs: For Use By Law Enforcement Agencies" (Fact Sheet #2.)
B. The cost to society is great 1. Variables in drug price 2. Cost to support habit 3. Treatment for addicts	"Facts About Narcotics and Other Dangerous Drugs" "Fact Sheets," p. 3-1, 3-2 "What Can We Do About Drug Abuse," p. 16
C. Illegal traffic of narcotics is operated on a large crime syndicate level. 1. Pattern of opium and opiates 2. Pattern of illicit heroin to the United States 3. Escalating costs of heroin	"Task Force Report: Narcotics and Drug Abuse," p. 6

	Teacher Materials	Student Materials
orcement k market tribution rs; compare busers in s	"Drug Abuse: Escape to Nowhere," pp. 78, 79 "Fact Sheets," pp. 3-2, 5-2 "Task Force Report: Narcotics and Drug Abuse" "The Scope of the Narcotic and Drug Abuse Problem," p. 7 "Restricted Drugs: For Use By Law Enforcement Agencies" (Fact Sheet #2.)	Ditto: "Illegal Distribution of Drugs"
is great ug price habit ddicts narcotics rge crime m and icit heroin States s of heroin	"Facts About Narcotics and Other Dangerous Drugs" "Fact Sheets," p. 3-1, 3-2 "What Can We Do About Drug Abuse," p. 16 "Task Force Report: Narcotics and Drug Abuse," p. 6	Report - or for reference: "The Control and Treatment of Narcotic Use," pp. 31-41 "The Narcotic Addiction Problem," pp. 14, 19 "Drug Abuse: The Chemical Cop-Out," p. B "What Can We Do About Drug Abuse," pp. 21-28 "Facts About Narcotics and Other Dangerous Drugs," pp. 42-49

Audio Visual	Motivating Questions	Acti
	Why is there a very real danger of death from glue sniffing?	
	What social and emotional problems come from glue sniffing?	
Transparencies: "Original Suppliers of Drugs Today" - D-8-37	How are narcotics and dangerous drugs distributed throughout the **black market**?	Repo
"The Cost of Drug Abuse to Society" - D-8-38	What countries have supplied the United States with dangerous drugs?	
	Why is the cost of drug abuse so great to our society?	Disc the brea thei for
"Map of Heroin Route From Turkey to the United States" - D-8-39	Why are these countries growing opium?	Disc hero Stat
"Escalating Costs of Heroin" - D-8-40	How does the opium arrive into the illicit channels? Where does it go from there?	Repo
"Opium Production in One Year" - D-8-41	How do the dealers get the opium from the plantations?	
	How does the cost vary as it travels through illicit channels?	Disc herc
	Do you think that any of the people involved with drug traffic may be users themselves?	

	Motivating Questions	Activities
	Why is there a very real danger of death from glue sniffing?	
	What social and emotional problems come from glue sniffing?	
rs of Drugs	How are narcotics and dangerous drugs distributed throughout the black market?	Report: States that have the highest rate of drug abuse - suggest influencing factors responsible
Abuse to	What countries have supplied the United States with dangerous drugs?	Discuss the variables concerning the price of illegal drugs, the breakdown of how abusers support their habit, and how society pays for the treatment of addicts.
	Why is the cost of drug abuse so great to our society?	
ute From Turkey tes" - D-8-39	Why are these countries growing opium?	Discuss the transportation of heroin from Turkey to the United States.
of Heroin" -	How does the opium arrive into the illicit channels? Where does it go from there?	Report: "Control and Treatment Measures For Addicts in the United States"
in One	How do the dealers get the opium from the plantations?	
	How does the cost vary as it travels through illicit channels?	Discuss the escalating cost of heroin.
	Do you think that any of the people involved with drug traffic may be users themselves?	

DRUGS (continued)

Concepts	Teacher Materials	Stude
4. Traffic control problems		Repor
		Ditt
D. Over one-half of the amphetamines produced in the United States fall into the black market.	"The Control and Treatment of Narcotic Use," p. 24 "Fact Sheets," p. 3-2	
1. Illicit distribution 2. Key figures in illicit traffic	Task Force Report: Narcotics and Drug Abuse," pp. 4-7 "Fighting Illegal Drug Traffic"	Ditt
3. Elevating costs 4. Traffic control problems		
E. Due to their illegality in the United States, all hallucinatory drugs must come through illicit channels.	"Drug Abuse: The Chemical Cop-Out" "Fact Sheets," pp. 3-1, 3-2	
1. Marijuana distribution a. Mexico b. price variables c. traffic control problems		Repor

	Teacher Materials	Student Materials
lems		Report: British System of Drug Abuse Control
		Ditto: "Pattern of Opium and Opiates, Pattern of Illicit Heroin To The United States"
neta- ited ck	"The Control and Treatment of Narcotic Use," p. 24 "Fact Sheets," p. 3-2	
it	Task Force Report: Narcotics and Drug Abuse," pp. 4-7 "Fighting Illegal Drug Traffic"	Ditto: "Illegal Distribution of Amphetamines and Barbiturates"
lems		
in the cina- ough	"Drug Abuse: The Chemical Cop-Out" "Fact Sheets," pp. 3-1, 3-2	
on		Report: "Marijuana," Life, October 31, 1969 (reprint)
problems		

Audio Visual	Motivating Questions
	How much heroin is smuggled into the United States yearly? (1,500 kilograms)
	How are amphetamines and barbiturates being distributed throughout the black market?
	Who would be key figures in the illicit distribution operation?
	What are some of the problems in controlling illicit drug distribution?
Transparencies:	Why is Mexico the main marijuana supplier for the United States?
"Escalating Costs of Marijuana" - D-8-42	What are the problems of law enforcement agencies in preventing marijuana smuggling?
	What determines the pusher's final price?

	Motivating Questions	Activities
	How much heroin is smuggled into the United States yearly? (1,500 kilograms)	
	How are amphetamines and barbiturates being distributed throughout the black market?	
	Who would be key figures in the illicit distribution operation?	Discuss what the local illicit amphetamine and barbiturate scene may be.
	What are some of the problems in controlling illicit drug distribution?	
	Why is Mexico the main marijuana supplier for the United States?	Report:
Marijuana" -	What are the problems of law enforcement agencies in preventing marijuana smuggling?	Research into the smuggling of marijuana from Mexico into the United States.
	What determines the pusher's final price?	Discuss enforcement problems from within Mexico. (border inspections, etc.)
		Discuss the price escalation of marijuana

Concepts	Teacher Materials
2. LSD Distribution	"LSD - False Illusion" Part II.
a. illicit labs b. handling factors c. cost d. traffic control problems	"Restricted Drugs for Use by Law Enforcement Agencies," p. 87
3. Glue Sniffing Controls	"Glue Sniffing: Big Trouble in a Tube"
F. Federal agencies increase the effectiveness of control measures.	"Task Force Report: Narcotics and Drug Abuse," p. 6
1. FBI 2. Bureau of Narcotics and Dangerous Drugs	
a. enforcement b. education c. training d. research	
3. Bureau of Customs 4. FDA 5. State enforcement 6. Non-enforcement personnel	

	Teacher Materials	Student Materials
ion	"LSD - False Illusion" Part II.	
abs factors	"Restricted Drugs for Use by Law Enforcement Agencies," p. 87	
ontrol problems		
Controls	"Glue Sniffing: Big Trouble in a Tube"	
increase of control	"Task Force Report: Narcotics and Drug Abuse," p. 6	
rcotics and gs		Ditto:
nt n		"The Duties of the Bureau of Narcotics and Dangerous Drugs
stoms		Ditto:
ement nt personnel		"The Duties of the Bureau of Customs"

Audio Visual	Motivating Questions	Act
Transparency:	How is LSD distributed?	
"Costs of LSD" - D-8-43	In what ways has LSD been concealed?	Dis co
	Has the abuse of LSD declined? What other drugs are taking it's place?	Dis of
	What is the price range of LSD?	
	What are problems involved in controlling LSD traffic?	
	What measures have been taken to control the abuse of glue sniffing and other inhalants?	
Transparencies:	What federal agencies are involved in controlling drug abuse?	Re
"A United Front Against Crime" - D-8-44	What are the four main functions of the Bureau of Narcotics and Dangerous Drugs?	Co
"Bureau of Narcotics and Dangerous Drugs Location of Field Offices" (Map) - D-8-45	How does the Bureau of Customs control drug traffic?	
	How does the Bureau conduct it's investigation?	
	Who are some non-enforcement people who aid in recovering smuggled goods?	In ar sp

	Motivating Questions	Activities
	How is LSD distributed?	
8-43	In what ways has LSD been concealed?	Discuss how LSD has been concealed.
	Has the abuse of LSD declined? What other drugs are taking it's place?	Discuss whether or not the use of LSD is declining.
	What is the price range of LSD?	
	What are problems involved in controlling LSD traffic?	
	What measures have been taken to control the abuse of glue sniffing and other inhalants?	
inst Crime" -	What federal agencies are involved in controlling drug abuse?	Report: Summarize existing community programs for the prevention of drug abuse.
s and Dangerous ield Offices"	What are the four main functions of the Bureau of Narcotics and Dangerous Drugs?	
	How does the Bureau of Customs control drug traffic?	Committee: Discuss how the community as a whole can combat the cause of drug abuse.
	How does the Bureau conduct it's investigation?	
	Who are some non-enforcement people who aid in recovering smuggled goods?	Invite a person from the narcotic and drug division to be a guest speaker.

Concepts	Teacher Materials
G. Halting illicit drug traffic is primarily an international concern 1. United Nations a. Permanent Central Opium Board and Drug Supervisory Body b. Commission on Narcotic Drugs c. World Health Organization d. Division on Narcotic Drugs 2. Interpol	"LSD: False Illusion" "What Can We Do About Drug Abuse?" pp 16-17 "Drug Abuse: A Dead End Street"
H. Laws have been passed to control the use of dangerous drugs. 1. Levels of enforcement a. International b. Federal c. State d. City	"Facts about Narcotics and Other Dangerous Drugs" pp 50-52 "Drug Abuse: A Source Book and Guide for Teachers" pp 57-59 "Drug Abuse: Teenage Hangup" pp 100-105 "The Control and Treatment of Narcotic Use" pp 21-23

	Teacher Materials	Student Materials
an n ntral Opium ug Super- on Narcotic Organiza- Narcotic	"LSD: False Illusion" "What Can We Do About Drug Abuse?" pp 16-17 "Drug Abuse: A Dead End Street"	Ditto: International Controls
ed to dangerous cement al	"Facts about Narcotics and Other Dangerous Drugs" pp 50-52 "Drug Abuse: A Source Book and Guide for Teachers" pp 57-59 "Drug Abuse: Teenage Hangup" pp 100-105 "The Control and Treatment of Narcotic Use" pp 21-23	Ditto: "The Federal Laws" "Have you Ever Been Convicted of a Felony?"

Audio Visual	Motivating Questions	Activitie
		If any st customs, h procedure
	How has the United Nations controlled the use of drugs?	Discuss:
	What are some of the problems encountered at an international level?	Orga traf
		Ques cont
	How have the countries that grow and tolerate opiates advanced socially and economically?	Student R
		Rese nati
		Stud view aspe
		Stud Syst
		Comm abus own
		Dist Spea the drug

Motivating Questions	Activities
	If any students have gone through customs, have them explain the procedures they observed.
How has the United Nations controlled the use of drugs?	Discuss:
What are some of the problems encountered at an international level?	Organizations that aid in drug traffic control Questions regarding international control
How have the countries that grow and tolerate opiates advanced socially and economically?	Student Report: Research certain international control agencies Students investigate various views regarding the legal aspects of drugs Student report on the "British System" of drug control Committee investigate how drug abusers are dealt with in their own locality District Attorney as guest Speaker to inform students on the court procedures concerning drug abuse cases

DRUGS (continued)

Concepts	Teacher Materials
2. Specific Federal Laws in US	Handbook of Federal Narcotic and Dangerous Drug Laws
a. Harrison Act 1914 b. Narcotic Import and Export Act 1922 c. Marijuana Tax Act 1937 d. Opium Poppy Control Act 1942 e. Boggs Act 1951 f. Federal Narcotic Control Act 1956 g. Narcotic Hospital Law h. Narcotics Information Act i. Narcotics Transportation Act j. Narcotic Manufacturing Act 1960 k. The Federal Pure Food, Drug and Cosmetic Act 1961 l. Drug Abuse Control Amendments 1965 m. Narcotic Addict Rehabilitation Act.	"Drug Abuse: A Dead End Street" pp 15 "Fact Sheets" Bureau of Narcotics and Dangerous Drugs, pp 21-22 "Narcotics: Some Questions and Answers" "Drug Abuse: Escape to Nowhere" pp 22-25, 49

	Teacher Materials	Student Materials
Federal Laws	Handbook of Federal Narcotic and Dangerous Drug Laws	
ison Act 1914 otic Import and rt Act 1922 juana Tax Act n Poppy Control 1942 s Act 1951 ral Narcotic rol Act 1956 otic Hospital otics Informa- Act otics Trans- ation Act otic Manufac- ng Act 1960 Federal Pure , Drug and Cos- c Act 1961 Abuse Control dments 1965 otic Addict bilitation Act.	"Drug Abuse: A Dead End Street" pp 15 "Fact Sheets" Bureau of Narcotics and Dangerous Drugs, pp 21-22 "Narcotics: Some Questions and Answers" "Drug Abuse: Escape to Nowhere" pp 22-25, 49	

Audio Visual	Motivating Questions	Activities
		Buzz groups
	Why is there a greater penalty for the pusher?	If you what l repeal drugs?
	Why is marijuana legally classified as a narcotic?	Discuss hand Convicted o
	Can this hold true in the drug problem: "Anything goes, as long as it doesn't hurt anyone"?	Discuss: (1) Pa been re marijua of Publ
	What right does the government have to restrict private behavior	(2) Le before law of the ill or poss danger and ill a misde
	What are the arguments for and against: marijuana and tobacco? marijuana and alcohol?	
	What countries have made marijuana illegal where before it was legal?	
	When did the Drug Abuse Control Amendments come into being? What do they entail?	
	Why do you think the Narcotic Addict Rehabilitation Act was passed?	

Motivating Questions	Activities
Why is there a greater penalty for the pusher?	Buzz groups: If you were a law maker, what laws would you pass or repeal relating to the use of drugs?
Why is marijuana legally classified as a narcotic?	Discuss handout "Have You Ever Been Convicted of a Felony?"
Can this hold true in the drug problem: "Anything goes, as long as it doesn't hurt anyone"?	Discuss: (1) Parole rights that have been reinstated for Federal marijuana violators by a provision of Public Law 89-793 (Nov 8, 1966)
What right does the government have to restrict private behavior	
What are the arguments for and against: marijuana and tobacco? marijuana and alcohol?	(2) Legislation is now pending before Congress to change the law of Dangerous Drugs so that the illegal manufacture, sale, or possession with intent to sell dangerous drugs would be a felony and illegal possession would be a misdemeanor.
What countries have made marijuana illegal where before it was legal?	
When did the Drug Abuse Control Amendments come into being? What do they entail?	
Why do you think the Narcotic Addict Rehabilitation Act was passed?	

IX. TEACHER INFORMATION

General Reasons for Drug Abuse

A. Four main groups of drug abusers

   1. "Situational user"

   2. "Spree user"

   3. "Hard core addict"

   4. "Hippies"

B. Key factors that lead to drug dependency

   1. A drug
   2. An individual
   3. An environment
   4. Personality deficiency

C. The juvenile's reasons for abuse

   1. Boredom - lack of definite goals
   2. Need to be accepted, "to belong"
   3. Sexual maturation
   4. Increasing responsibility
   5. Anxieties, frustrations, fear of failure, inner conflicts and doubts
   6. Loosening of family ties
   7. Defiance of parental authority and convention
   8. Family influence
      a. Absentee parents (physically or emotionally)
      b. Lack of identification with an adult or parent
      c. Lack of love and discipline from early adult figures
      d. Overcrowded conditions (lack of privacy)
      e. Negative parental attitudes toward healthy living
      f. Lack of moral discipline
      g. Present day mobility of families

  - h. Excessive discipline or lack of discipline
  - i. Lack of spiritual guidance
  - j. Lack of communication - "generation gap"

9. Affluence - need for new thrills

10. Poverty

11. Sociological factors

  - a. Permissive society
  - b. Experimenting new forms of tolerance and individuality
  - c. New standards and values
  - d. Lack of responsibility toward others
  - e. Misinformation of drugs
  - f. Largely metropolitan country
  - g. Adults make to identify with young activities
  - h. Concerned that social progress is failing to keep up pace with tec
  - i. Pressures and material advances of modern society
  - j. The problems in society - black power, crime, student unrest, civ

D. Adult reason for abuse

1. History of social maladjustment
2. Pressures and demands of society
3. Background family difficulties

  - a. Discipline problems
  - b. Trouble with police

TEACHER INFORMATION (continued)

ine or lack of discipline
guidance
tion - "generation gap"

new thrills

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forms of tolerance and individuality
values
ility toward others
drugs
tan country
entify with young activities
cial progress is failing to keep up pace with technological advances
erial advances of modern society
ociety - black power, crime, student unrest, civil rights, poverty, and war

adjustment
of society
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E. Community Factors

1. Overcrowded housing
2. Lack of employment
3. Health of individual
4. Education (lack of medical and psychological services)
5. Community attitudes (cultural, ethnic)
6. Sanitation
7. Lack of laws and enforcement
8. Recreation
9. Lack of spiritual atmosphere
10. Lack of recognition of problems
11. Lack of identity of individual with community
12. Lack of adequate police force
13. Mass media overemphasis
14. Community responsibility
15. Geographic areas
16. Lack of recognition that addiction is also a medical problem.

General Effects of Drug Abuse

A. Variables of drug effects

1. User's personality
2. Size and frequency of dose
3. How taken
4. Motivated reason for taking the drug
5. The environment

TEACHER INFORMATION (continued)

B. Physical illnesses

   1. Respiratory diseases
   2. Venereal disease
   3. Hepatitis
   4. Blood poisoning
   5. Tetanus

C. Mental disorders

D. Neglect of personal habits

E. Malnutrition

F. Accidents - deaths

G. Potential pusher

General Symptoms of Drug Abuser

A. A drastic change in one's attitudes toward school, friends, and other activities.

B. A shift in friendships

C. A marked deterioration in overall personal appearances

D. Sudden and frequent absences from school or job

E. A general listlessness about life

F. Hypersensitivity, edgy behavior

G. Borrowing money from people at school, or those on the job

H. Observing the student in unusual isolated places around the sch to the adult employee.

I. Any signs of equipment that can be associated with drug abuse.

Illicit Channels of Drug Ab

A. Distribution of narcotics and dangerous drugs

    1. Major trafficker - importer - smuggler
    2. Distributor
    3. Bulk peddler - street peddler
    4. User

B. Main suppliers from 1940 - to date

    1. Turkey, Lebanon, Syria, China, Italy, France ... (white he
    2. Mexico, (brown heroin) up from California
    3. Mexican opium
    4. Drug Store robberies, thefts, and RX forgeries

C. Estimate number of drug abusers in the United States

    1. 5 million alcoholics out of 70 million users
    2. 10 million smoke marijuana
    3. 10 million - pep pills
    4. 20 million - barbiturates
    5. 3 million - tranquilizers
    6. 60,000 heroin addicts

TEACHER INFORMATION (continued)

udent in unusual isolated places around the school building ... which could also refer
loyee.

ipment that can be associated with drug abuse.

Illicit Channels of Drug Abuse

narcotics and dangerous drugs

cker - importer - smuggler

- street peddler

from 1940 - to date

anon, Syria, China, Italy, France ... (white heroin)
own heroin) up from California
um
robberies, thefts, and RX forgeries

of drug abusers in the United States

lcoholics out of 70 million users
smoke marijuana
- pep pills
- barbiturates
- tranquilizers
in addicts

D. Cost to society from all drug abuse

1. Variables of drug prices
    - a. Location of user
    - b. Demands for drug
    - c. Availability for drug
    - d. Purity of drug

2. Federal Bureau of Narcotics and Dangerous Drugs estimated about $400 mi
illegal drugs.

3. Cost to support heroin habit
    - a. $15.00 per day for narcotic drug equals $5,475 per year
    - b. Drug abuser steals $3.00-$5.00 of goods to get $1.00 cash
    - c. Must steal $50.00 property a day or $18,250 per year to support a
    - d. In one year, one billion dollars worth of merchandise is stolen in
to support their habit.

4. Treatment costs for the addict
    - a. For a six week period it costs the United States $1,300 to $3,000
    - b. Society pays around $83,214,300 to $192,033,000 for all addict tre

TEACHER INFORMATION (continued)

from all drug abuse

drug prices

of user
for drug
lity for drug
of drug

eau of Narcotics and Dangerous Drugs estimated about $400 million spent annually in
gs.

port heroin habit

per day for narcotic drug equals $5,475 per year
user steals $3.00-$5.00 of goods to get $1.00 cash
eal $50.00 property a day or $18,250 per year to support a $15.00 a day habit
year, one billion dollars worth of merchandise is stolen in the United States for addicts
ort their habit.

osts for the addict

ix week period it costs the United States $1,300 to $3,000 a year for one addict.
pays around $83,214,300 to $192,033,000 for all addict treatment.

TEACHER INFORMATION (conti

DRUG SOURCES

HALLUCINOGENS

Marijuana - Found in the flowering tops, leaves, and flowers of th
usually dried, crushed, or chopped into small pieces

There are three grades of cannabis prepared in India

1. Bhang - cheap; low potency; usually drunk; mar
marijuana is 1/5 to 1/8 as potent as c
2. Ganja - two to three times as potent; made fro
mostly smoked
3. Charas - pure resin obtained from plants or dri
and sifted form of charas, but in lite
cannabis

LSD - Lysergic acid diethylamide tartrate; synthesized from
that grows on rye and wheat; now it is made syntheticа

Peyote - Mexican cactus; peyote buttons are ground into powder;
religious ceremonies of Native American Church; not li
may cause psychological dependence, mescal and mescali

DMT - Dimethyltryptamine; natural constituent of seeds of ce
South America; powder made from these seeds was used a
Columbus arrived in the New World; DMT produces effect
required; also prepared synthetically; may cause psych

Glue - A hydrocarbon

Psilocybin - Prepared from a mushroom found in Central America

DOM-(STP) - Prepared synthetically

TEACHER INFORMATION (continued)

DRUG SOURCES

e flowering tops, leaves, and flowers of the Indian hemp plant, cannabis sativa; ed, crushed, or chopped into small pieces

hree grades of cannabis prepared in India

g - cheap; low potency; usually drunk; marijuana compares in potency; when smoked, marijuana is 1/5 to 1/8 as potent as charas or hashish

a - two to three times as potent; made from resin of plant or the dried flower; mostly smoked

as - pure resin obtained from plants or dried flowers; hashish is actually a powdered and sifted form of charas, but in literature hashish refers to any form of cannabis

cid diethylamide tartrate; synthesized from lysergic acid present in ergot, a fungus on rye and wheat; now it is made synthetically

ctus; peyote buttons are ground into powder; only legal when used in bona fide ceremonies of Native American Church; not likely to cause physical dependence but psychological dependence, mescal and mescaline are forms of peyote

yptamine; natural constituent of seeds of certain plants found in the West Indies and ica; powder made from these seeds was used as snuff (called cohoba) at the time rrived in the New World; DMT produces effects similar to LSD but larger doses are also prepared synthetically; may cause psychological addiction - not physical

bon

rom a mushroom found in Central America

ynthetically

TEACHER INFORMATION (continued)

DEPRESSANTS

Opium - Prepared from the juice of the unripe seed capsules of the opium poppy mainly in China, **Turkey**, Iran and Yugoslavia; contains such alkaloids and papaverine; American addicts seldom take opium--rather they take i opiates such as heroine

- Codeine - A form of opium; present in some cough medicines that prescription, but pharmacist must, by Federal Law, ha the person purchasing it; 1/6 as strong as morphine
- Morphine - A form of opium; may be legally sold by prescription probably the most valuable of narcotics in medical us needed to reduce pain; slang, "Miss Emma" or "White S
- Paragoric - Opium; benzoic acid, and camphor; used to check intes
- Laudanum - Tincture of opium; alcohol and water

Barbiturate - Made chemically by heating a mixture of substances related to malonic compound found in urine, blood, and lymph of man and other mammals); m

Tranquilizer - Example is reserpine--a crystalline alkaloid extracted from the root o quilizers are closely related to sedatives; quiet nerves and reduce te one to sleep

Alcohol - Colorless; volatile liquid; C_2H_5OH (ethyl alcohol); pungent smell; made of fermented grains, fruit juices, and starches

Bromides - Composed of bromine and another element; bromine is a chemical element, in color; bromine is used in making dyes, in photography, and in anti-k quiting effect on nerves

TEACHER INFORMATION (continued)

juice of the unripe seed capsules of the opium poppy; the opium poppy is grown
Turkey, Iran and Yugoslavia; contains such alkaloids as morphine, codeine,
merican addicts seldom take opium--rather they take its derivaties--the
eroine

A form of opium; present in some cough medicines that may be sold without a prescription, but pharmacist must, by Federal Law, have the name and address of the person purchasing it; 1/6 as strong as morphine

A form of opium; may be legally sold by prescription under strict regulations; probably the most valuable of narcotics in medical use because of small dose needed to reduce pain; slang, "Miss Emma" or "White Stuff"

Opium; benzoic acid, and camphor; used to check intestinal fermentation

Tincture of opium; alcohol and water

by heating a mixture of substances related to malonic acid, and urea (a
n urine, blood, and lymph of man and other mammals); made synthetically

pine--a crystalline alkaloid extracted from the root of an Indian shrub; tran-
osely related to sedatives; quiet nerves and reduce tension without putting

ile liquid; C_2H_5OH (ethyl alcohol); pungent smell; made from the distillation
ins, fruit juices, and starches

ine and another element; bromine is a chemical element, usually reddish-brown
e is used in making dyes, in photography, and in anti-knock motor fuel; has a
n nerves

TEACHER INFORMATION (continued)

STIMULANTS

Cocaine - A crystalline alkaloid made from dried coca leaves; Indians of South Am
with lime; this keeps them from feeling tired or hungry--doesn't nouris
habit-forming and may ruin health; properly used as a local anesthetic
disease of nose and eye; stimulates the heart and central nervous syste
hallucinations--both visual and tactual; addicts may sniff or inject c
terms "C" or "Snow"

Novacaine and procaine - Harmless relatives and are used by dentist
a tooth; physicians use it as a local anes

Benzedrine - Obtained from ephedrine which is obtained from certain desert shrubs

Methedrine - Methamphetamine hydrochloride; slang - "Speed," "Crystal"

Caffeine - Chemical formula - $C_8H_{10}N_4O_2$; odorless, slightly bitter solid; found i
amounts increases circulation and is harmless; in large amounts causes
headaches, and digestive disturbances; produced from plants in pure fo
made in laboratory; caffeine is used as a stimulant of the heart and n
remedy for poison of alcohol, opium, and other drugs that depress the

Nicotine - An acrid, poisonous, oily alkaloid, $C_{10}H_5NO_2$, contained in the leaves

TEACHER INFORMATION (continued)

kaloid made from dried coca leaves; Indians of South America chew the leaves
keeps them from feeling tired or hungry--doesn't nourish the body; becomes
d may ruin health; properly used as a local anesthetic and in treatment of
and eye; stimulates the heart and central nervous system; overdoses produce
both visual and tactual; addicts may sniff or inject cocaine; called by slang
ow"

procaine - Harmless relatives and are used by dentists when filling or pulling
a tooth; physicians use it as a local anesthetic

hedrine which is obtained from certain desert shrubs

hydrochloride; slang - "Speed," "Crystal"

a - $C_8H_{10}N_4O_2$; odorless, slightly bitter solid; found in tea and coffee; in small
s circulation and is harmless; in large amounts causes nervousness, sleeplessness,
ligestive disturbances; produced from plants in pure form in 1820; can now be
ory; caffeine is used as a stimulant of the heart and nervous system and as a
on of alcohol, opium, and other drugs that depress the nervous system.

ous, oily alkaloid, $C_{10}H_5NO_2$, contained in the leaves of tobacco

TEACHER INFORMATION (continued)

HALLUCINOGENS

MARIJUANA

I. Description

A. Found in the flowering tops, leaves, and flowers of the female Indian hemp
B. Usually green in color and is usually dried, crushed, or chopped into small
C. Active ingredient THC (tetrahydro cannabinols)
D. Smells like alfalfa when burned, in cigarette form it burns hotter and the tip is easily extinguished so must be constantly puffed.
E. Potency depends on the amount of the plant contained

1. Bhang -- top of plant, not cultivated from which the resin has not bee American marijuana)
2. Ganja - tops of cultivated plant without extracting the resin (about Bhang)
3. Charas - Resinous extract from flowers of cultivated plants (8 times st hashish)
4. Other factors, how taken into body, the manner of handling it, individu illicit market

II. Some slang expressions

Pot
Reefer
Bhang
Grass
Sticks
Hemp
Mary Jane
Joints
Charas
Hay
Dagga
Roach
Wee
Loc
Jiv

III. Proper Uses

A. None (except medical research)

1. N.I.M.H. - National Institute of Mental Health is responsible for suppo forty nine research projects to learn more about marijuana

a. 1967 - extensive research has been able to take place because of fi the active ingredient THC

TEACHER INFORMATION (continued)

HALLUCINOGENS

MARIJUANA

ps, leaves, and flowers of the female Indian hemp plant (cannabis sativa)
d is usually dried, crushed, or chopped into small pieces
trahydro cannabinols)
burned, in cigarette form it burns hotter and the burning tip is brighter. The
d so must be constantly puffed.
ount of the plant contained

, not cultivated from which the resin has not been extracted (powerful as
ijuana)
ivated plant without extracting the resin (about 4 or 5 times stronger than

ract from flowers of cultivated plants (8 times stronger than Bhang - known as

aken into body, the manner of handling it, individual susceptibility and the

fer
ng

Grass
Sticks
Hemp

Mary Jane
Joints
Charas

Hay
Dagga
Roach

Weed
Locoweed
Jive

Hashish
Ganja
Texas Tea

earch)

Institute of Mental Health is responsible for supporting and conducting
projects to learn more about marijuana

research has been able to take place because of finding the synthetic form of
dient THC

b. Studies to discover exactly how marijuana affects memory, per
physical movement, and long range effects on the mind and bod
c. Surveys of how people get the drug, how widely it is used, an
effects may occur with different amounts and periods of use.

B. No medical uses

C. Illegal in the United States

IV. Improper use pattern

A. Used second as an intoxicant to alcohol
B. Young introduced under social circumstances
C. Serve reefers (cigarette form) as social gesture

1. Moderate doses (1-2 reefers) effects of temporary intoxication i
2. Larger doses create extreme effects
3. Four reefers - perception changes
4. Total trip lasts 2-5 hours
5. Smoked in room (teapad). Try to rebreath as much smoke as possib
loud, talkative or very happy
6. User normal on outside: talks with usual ability, sometimes hesit
7. On surface may be coherent, underneath may be "tripping out." If
to coordinate movement, may fail in performance.

D. Sniffed
E. Eaten or drunk
F. Psychological dependence
G. Estimated 20,000 users in the United States

V. Physical effects

A. External

1. Yellow stain on smokers fingers
2. Cold extremities
3. Hypersensitivity sensation of ants running over skin

TEACHER INFORMATION (continued)

r exactly how marijuana affects memory, perception (or awareness), mood,
and long range effects on the mind and body.
ple get the drug, how widely it is used, and what physical and psychological
with different amounts and periods of use.

es

nt to alcohol
ial circumstances
orm) as social gesture

eefers) effects of temporary intoxication in fifteen minutes
treme effects
ion changes
ours
). Try to rebreath as much smoke as possible - begin to feel "buzz". May be
y happy
: talks with usual ability, sometimes hesitantly or slurred
erent, underneath may be "tripping out." If placed under stress, or to have
, may fail in performance.

the United States

rs fingers

ation of ants running over skin

B. Gastrointestinal

1. No effect on taste
2. Increase thirst and appetite
3. Large doses: nausea, emesis, diarrhea, constipation

C. Nervous system

1. Coordination altered
2. Speed and accuracy , intellectual capabilities impaired
3. Alternate laughing and crying
4. Up or down feeling

    a. Relaxed - at ease, self confident
    b. Anxious, paranoid
    c. Continue to go "up" depends if the behavior is impulsive and a mood

5. Hallucinations - experience (phantasmagoria) sensations of figures rush
great speed
6. Delirium
7. Chronic exposure produces brain lesions

D. Circulation

1. Heart beat increases 120 times/minute
2. Blood pressure unchanged or slight decrease
3. Hypoglycemia (decrease blood sugar)
4. Slight anemia (chronic use)
5. Death - cardiac failure to some individuals after 100-200 times therap

E. Respiration

1. Rate usually decreased
2. Coughing after smoking
3. Asthma or bronchitis may result

TEACHER INFORMATION (continued)

te
and appetite
sea, emesis, diarrhea, constipation

ered
cy , intellectual capabilities impaired
ng and crying
ng

ease, self confident
anoid
go "up" depends if the behavior is impulsive and a mood reaction variable

experience (phantasmagoria) sensations of figures rushing toward the person in a

produces brain lesions

ases 120 times/minute
nchanged or slight decrease
crease blood sugar)
hronic use)
failure to some individuals after 100-200 times therapeutic dose

reased
moking
itis may result

F. Muscular

1. Incoordination
2. Large doses produce spasm of contracting muscles

G. Eyes

1. Dialation
2. Bloodshot
3. Tears

H. Elimination

1. Not detected chemically in urine

I. Long term physical effects not known

VI. Psychological effects

A. Depersonalization (under influence)
B. Release normal inhibitions (under influence)
C. Used daily and heavily may result in mental illness
D. May cause one to see stronger drugs

VII. Reasons for abuse

A. Rebellion
B. Curiosity
C. Promote sociability
D. Escape reality
E. Retreat from tension/worry
F. Rid hang ups
G. Understand self

VIII. Social application

A. Lower caste (to experience the effect for the effect itself, to retreat from problems).

B. Upper caste (intellectuals - students - the "arty group")

1. Dabbler - use marijuana sporadically, something daring and contempora
   weedhead.
2. User - A weekender. This group is where the "marijuana cult" bega
   and radicals" and seemingly reasonably well balanced users
3. Head - The person's world rotates around the drug experience. The
   marijuana cult. They are a small group but abhor authority
   world is an enemy.

C. Highest incidence of users is 16-28 years of age.
D. Servicemen

IX. Social harm

A. Can become a chronic user
B. Inertia
C. Lethargy
D. Indifferent to ideas, opinions
E. Indulge in self-neglect
F. Familarizing with the "wrong" people - may lead to stronger drugs

X. Emotional harm

A. Hard to make decisions
B. Easily open to other's suggestions
C. Emotions heightened - compelled to do anything (could break down moral st
D. Personality breakdown

   1. Rationalize to justify wrong
   2. Suspicious of others

TEACHER INFORMATION (continued

ectuals - students - the "arty group")

arijuana sporadically, something daring and contemporary. This is the "respectable"
ead.
kender. This group is where the "marijuana cult" began. It is where the "kooks
adicals" and seemingly reasonably well balanced users appear.
erson's world rotates around the drug experience. They tend to be leaders in the
uana cult. They are a small group but abhor authority and the whole respectable
is an enemy.

f users is 16-28 years of age.

c user

s, opinions
lect
he "wrong" people - may lead to stronger drugs

ons
er's suggestions
l - compelled to do anything (could break down moral structures)
own

justify wrong
others

TEACHER INFORMATION (continued)

XI. Risks

- A. Creates psychological dependence
- B. Can cause respiratory system damage
- C. The diluted or "cut" marijuana may be toxic and cause illness or possibly death
- D. May lead to other drugs
- E. Interrupt education
- F. Police record if caught
- G. With record - prevention into certain professions ... medicine, law, teaching.
- H. Responsible jobs, difficult to come up.
- I. Government jobs require individual evaluation

XII. Illegal traffic of marijuana

- A. Distribution
  - 1. Mexico (majority from there)
    - a. 3 1/2 to 5 tons into the United States each week
    - b. Retail values of $100 million a year
    - c. Shipped in Kilos 2.2 pounds and then broken down further for the peddler to push
- B. Profits in marijuana
  - 1. Variables
    - a. Further east it goes, the more it costs
      - 1) Chicago 1966
        - a) 50-70cents/cigarette
        - b) $25.00 per can (tobacco tin)
        - c) $85-$125 a pound
    - b. Supply
    - c. Demand
    - d. "Heat" from police

C. Enforcement problems

1. 25,000 cars (business and pleasure) that cross Mexican border each
2. Airplanes, commercial and private smuggle it out.

XIII. Law

A. Federal

1. To have, give, or sell is a felony in the United States
2. Penalty

a. First offense possession 2-10 years, fines up to $20,000
b. Second offense, 5-20 years
c. Third offense, 10-40 years
d. First offense (selling) 5-20 years
e. Second offense, 10-40 years

B. State
C. Devices used for lessening severity

1. Officials lean over as much as can
2. Charge persons found in same apartment with"loitering" for the purp is a lesser violation

D. Law questioned by responsible observers

1. Government officials
2. Physicians
3. Educators
4. Psychologists
5. The American Civil Liberties Union
6. Newspaper editorial writers

a. All believe law too severe
b. Should not be legally classified with hard narcotics

TEACHER INFORMATION (continued)

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ial and private smuggle it out.

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, 10-40 years
(selling) 5-20 years
e, 10-40 years

ening severity

er as much as can
und in same apartment with"loitering" for the purpose of using marijuana, which
tion

ponsible observers

als

l Liberties Union
al writers

aw too severe
legally classified with hard narcotics

E. President's 1963 Advisory Commission

1. Recommended dividing the narcotic and marijuana offenses into four grou
   a. The smuggling or sale of large quantities of narcotics or the posses for sale. Subject the offender to mandatory minimum sentences. Pr and parole would be denied.
   b. The smuggling or sale of small quantities of narcotics, or the posse sale. Offender to some measure of imprisonment but not mandatory m of sentence would not be available, but parole would.
   c. The possession of narcotics without intent to sell. The sentencing discretion as to these offenses.
   d. All marijuana offenses: the sentencing judge would have full discre
2. Recommends: State and Federal drug laws should give a large enough mea and correctional authorities to enable them to deal flexibly with viola nature and seriousness of the offense, the prior record of offender and
3. Parole rights have already been reinstated for federal marijuana violat Law 89-793 (November 8, 1966)

F. Recent countries alarmed by the uninhibited use in their country.

1. India - marijuana was accepted as religious life for years. Outlawed i negative effects
2. African nations once accepted it now worry about its overall effects.
3. Nigeria - death penalty

TEACHER INFORMATION (continued)

Commission

he narcotic and marijuana offenses into four groups

ale of large quantities of narcotics or the possession of large quantities
the offender to mandatory minimum sentences. Probation, suspension of sentence,
e denied.
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some measure of imprisonment but not mandatory minimum terms. Suspension
not be available, but parole would.
narcotics without intent to sell. The sentencing judge would have full
hese offenses.
enses: the sentencing judge would have full discretion.

d Federal drug laws should give a large enough measure of discretion to the courts
orities to enable them to deal flexibly with violators, taking account of the
s of the offense, the prior record of offender and other relevant circumstances
eady been reinstated for federal marijuana violators by a provision of Public
3, 1966)

y the uninhibited use in their country.

accepted as religious life for years. Outlawed its use in 1959 because of its

accepted it now worry about its overall effects.
ty

TEACHER INFORMATION (continued)

LSD

I. Description

  A. Lysergic acid diethylamide
  B. Developed in 1938 from ergot, a fungus which grows on rye
  C. 1950 became available to experimental research workers
  D. 1959 entered black market
  E. Odorless, colorless, tasteless

II. Slang names

Acid   Acid Head   Hawk   The Chief

III. Proper Uses

  A. No accepted use in medical practice
  B. Government approved use for research
  C. Only legitimate source of LSD at N.I.M.H. (National Institute of Mental Health) Be
  supports 58 research projects

    1. Controlled administration - screening the subjects - and recording their effec
    effects, personality and performance changes)
    2. Therapeutic effectiveness in some areas which have not been completely evaluat

      a. Alcoholics
      b. Neurotics
      c. Psychotic children
      d. Psychotic adults (frigidity and homosexuality)
      e. Autistic children
      f. Providing mental relief for those people having terminal illnesses

    3. Observation of side effects - to discover how to treat the people suffering fr
    4. Surveys of extent of the LSD use among students and general population
    5. Long range projects to study LSD users and their culture.

TEACHER INFORMATION (continued)

LSD

lamide
om ergot, a fungus which grows on rye
e to experimental research workers
arket
tasteless

Acid Head Hawk The Chief

edical practice
use for research
ce of LSD at N.I.M.H. (National Institute of Mental Health) Bethesda, Maryland, which
projects

istration - screening the subjects - and recording their effects (physical, genetic
lity and performance changes)
ctiveness in some areas which have not been completely evaluated

ildren
lults (frigidity and homosexuality)
ldren
ental relief for those people having terminal illnesses

side effects - to discover how to treat the people suffering from the side effects.
nt of the LSD use among students and general population
ects to study LSD users and their culture.

D. LSD is a member of the CMR (chemical, biological, and radiological) weapons
E. Illegal in the United States

IV. Improper Use pattern

A. Upper and middle class families

1. The majority
2. 18-30 year old bracket
3. Students or recent "drop-outs"
4. Had ample opportunity to achieve a higher education

B. Taken in sugar cube, cracker, cookie, capsule, licked off stamp, or put in a
C. Injected
D. Inhaled
E. Twenty-five milligrams found to be active

1. Is $\frac{1}{40,000}$ of a gram
2. Four times this amount (100-250 milligrams) constitutes average dose
3. About $\frac{1}{280,000}$ of an ounce gives effects from 8 to 12 hours

F. Visual changes occur after first hour and then followed by extreme changes i
G. Factors influencing "trip"

1. Set - what user expects to happen
2. Setting - effect on individual attitude toward self-control and ability
3. Tolerance built up

V. Physical effects

A. Exactly how the drug produces effects is only partially understood. The par the forebrain, midbrain, hypothalmus, and hippocampus - where the input of i is decoded and processed. The substance (serotonin) organizes and channels brain and it is believed that LSD inhibits this activity.
B. External

1. Shaking hands and feet
2. Flush face or paleness

TEACHER INFORMATION (continued)

R (chemical, biological, and radiological) weapons to be used in warfare
tes

milies

t
rop-outs"
to achieve a higher education

ker, cookie, capsule, licked off stamp, or put in any other object

und to be active

t (100-250 milligrams) constitutes average dose
ounce gives effects from 8 to 12 hours

r first hour and then followed by extreme changes in mood.
"

ts to happen
ndividual attitude toward self-control and ability to cope with crisis

uces effects is only partially understood. The parts of the brain affected are
hypothalmus, and hippocampus - where the input of information from the senses
The substance (serotonin) organizes and channels sensory information to the
that LSD inhibits this activity.

t
s

    3. Wet mouth
    4. Cold sweaty palms, shivering, chills or heat flashes

C. Gastrointestinal

    1. Readily absorbed from intestinal tract
    2. May produce nausea
    3. Loss of appetite

D. Nervous system

    1. With LSD ingestion one usually perceives actual objects and sounds acce are illusions rather than true hallucinations. Sometimes true hallucin
    2. Dizziness and headaches

E. Circulation

    1. Increase in pulse
    2. Blood pressure increased
    3. Blood sugar rises

F. Respiration

    1. Irregular breathing

G. Muscular

    1. Unsteadiness of hands and feet

H. Eyes

    1. Dialated pupils

I. Long term physical effects (maybe)

    1. Leukemia
    2. Epileptic seizures
    3. Deformed babies

TEACHER INFORMATION (continued)

ms, shivering, chills or heat flashes

d from intestinal tract
sea
e

tion one usually perceives actual objects and sounds accentuated and/or distorted...these
rather than true hallucinations. Sometimes true hallucinations do occur
headaches

lse
increased
ses

thing

f hands and feet

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effects (maybe)

ures
w

TEACHER INFORMATION (continued)

VI. Psychological effects

- A. Feeling two strong and opposite emotions at same time
- B. Changes in physical senses
    1. Taste, smell, hearing, touch are acute
    2. Colors brilliant
    3. Stationary things move
    4. Flat objects become three-dimensional
    5. Lose normal feeling of boundaries

VII. Mental effects

- A. Mystical feeling (some users report a sense of rebirth or new insight)
- B. Users believe increase of creativity occurs, studies fail to support t
- C. May impair users' powers of concentration and ability to think

VIII. Reasons for Abuse

- A. Curiosity
- B. Kicks
- C. Understand self
- D. Religious and philosophical insights

IX. Social application

- A. Pleasure seekers (a passive lot)
- B. Self improvers (more serious...they experience the effects, and try to are the painters, poets, and musicians that believe LSD enhances their
- C. Disenchanted (hippie). Believes society is incurably "sick" and wants

X. Social harm

- A. Dramatic shift in one's value system
- B. Ability to love and work stifled
- C. Missionary quality develops to get followers
- D. "Perceptual distortion" a feeling of improvement, but actual loss of f
- E. Adolescents believe it a "magic solution" for their struggles

TEACHER INFORMATION (continued)

pposite emotions at same time
ses

ng, touch are acute

ve
three-dimensional
of boundaries

sers report a sense of rebirth or new insight)
f creativity occurs, studies fail to support this viewpoint
of concentration and ability to think

cal insights

sive lot)
rious...they experience the effects, and try to act upon them. Examples of this type
, and musicians that believe LSD enhances their work.
Believes society is incurably "sick" and wants no part of it.

value system
stifled
lops to get followers
a feeling of improvement, but actual loss of functioning
a "magic solution" for their struggles

XI. Emotional harm

  A. Unpleasant sensations

    1. Fear
    2. Panic
    3. Depression
    4. Anxiety
    5. Confusion
    6. Schizophrenic type
    7. Paranoia (72 hours after drug wears off)

  B. Pleasurable "positive trips"

    1. Believe answer to all problems
    2. Become chemically centered, religion and values

XII. Risks

  A. Since made illegally, may have toxic elements to cause illness or death -
     could "blow someone's mind."
  B. Flashbacks may recur 8-10 years later
  C. Indirectly leads to chromosome damage and abnormal birth defects
  D. Mental derangement
  E. Accidental deaths due to "trip"
  F. Suicidal feelings

XIII. Illegal traffic of LSD

  A. LSD distribution

    1. Illicit laboratory
    2. Obtain patent from Patent Office for 50 cents, a copy being accessibl
       inspect them
    3. Smuggled in from other countries

      a. Europe (Iron Curtain countries)
      b. Canada

TEACHER INFORMATION (continued)

sensations

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phrenic type
ia (72 hours after drug wears off)

e "positive trips"

e answer to all problems
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it laboratory
patent from Patent Office for 50 cents, a copy being accessible to those who desire to
ct them
led in from other countries

urope (Iron Curtain countries)
anada

c. Australia
d. Italy
e. Mexico

1) Number of doses estimated at 50,000 - 100,000 (100 mg
from Mexico

4. Ways peddled

a. Spitballs
b. Glue on envelope flap
c. Stamps
d. Any absorbent material
e. Powder concealed in a regular envelope contains around 10,

B. Escalating costs

1. If big demand, the price is high
2. One dose (100 - 300 mg) costs from 70 cents to $5.00
3. Small college towns have to pay up to $15.00 a dose

C. Problems controlling traffic

1. Smuggled easily

a. Odorless, colorless, tasteless
b. Handled in ounces, grams, milligrams and micrograms

XIV. Laws (Federal Drug Abuse Control Amendments, 1965)

A. For illegal production, sale or distribution

1. Imprisonment from 1-3 years with fines of $1,000 - $10,000
2. Persons over 18 who sell or give drugs to anyone under 21 ...
to $15,000

TEACHER INFORMATION (continued)

es estimated at 50,000 - 100,000 (100 mg dose) smuggled monthly, mainly

flap

erial
in a regular envelope contains around 10,000 doses

ice is high
g) costs from 70 cents to $5.00
ave to pay up to $15.00 a dose

fic

ess, tasteless
, grams, milligrams and micrograms

rol Amendments, 1965)

ale or distribution

years with fines of $1,000 - $10,000
ell or give drugs to anyone under 21 ... imprisonment up to 6 years and fines

TEACHER INFORMATION (continued)

B. State laws (penalties vary)
C. Merely possessing drug illegally - no intent to sell - $1,000 fine and/or one year in prison

OTHER HALLUCINOGENS

I. Peyote and Mescaline

- A. Mescaline - The pure alkaloid ingredient found in the peyote cactus. 3
  8 - 10 hours
- B. Peyote - Dried button-like growths found on the small, gray-green ca
  preparation from the plant. Legal use of peyote is in the
  American Church.
- C. Unpleasant tastes so taken with another substance
- D. Immediate reactions
  1. Nausea
  2. Tremors
  3. Perspiration
  4. Wears off in a couple of hours
- E. Intoxicated period
  1. Hallucinations
  2. Visual distortions
- F. Deep sleep

II. Psilosybin and psilocin

- A. Extracts of a Mexican mushroom
- B. Effects similar to those of mescaline
- C. 4 - 8 mg are ample for an experience to last 6 hours.

III. DMT

- A. Dimethytryptamine
- B. Produced synthetically, originally found in seeds of certain plants in C
- C. Taken intravenously, smoked, or inhale the fumes.

TEACHER INFORMATION (continued)

OTHER HALLUCINOGENS

pure alkaloid ingredient found in the peyote cactus. 300-800 mg have effects that last
10 hours

d button-like growths found on the small, gray-green cactus plant. It is the unconcentrated
aration from the plant. Legal use of peyote is in the religious services of the Native
ican Church.

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le for an experience to last 6 hours.

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ically, originally found in seeds of certain plants in Central and South America.
sly, smoked, or inhale the fumes.

TEACHER INFORMATION (continued)

D. Produces hallucinations and a feeling of communication with the outer spiritual
E. 50-150 mg will last 45 - 60 minutes
F. "Businessman's trip" because reduced dosages turn out as little as 30 minutes an

IV. DOM or STP - synthetic hallucinogen that is very powerful. 1 - 3 mg produce euphori pronounced hallucinations lasting 8 - 10 hours. With larger doses, a "trip" could l

V. Morning Glory seed ingredients are closely related to those in LSD, however, the str that of LSD

VI. Nutmeg - commercial nutmeg, derived from the dried seed of the Myristica fragans, is are found in the tropical areas of the Eastern and Western hemispheres. Nutmeg of t to produce hallucinations when administered in doses of more than one teaspoon. Re LSD-like experiences to little or no reaction.

TEACHER INFORMATION (continued)

tions and a feeling of communication with the outer spiritual world
t 45 - 60 minutes
p" because reduced dosages turn out as little as 30 minutes and can last up to 6 hours

hallucinogen that is very powerful. 1 - 3 mg produce euphoria. More than 3 mg -
ons lasting 8 - 10 hours. With larger doses, a "trip" could last for 2 - 3 days.

redients are closely related to those in LSD, however, the strength is only about $\frac{1}{10}$ of

tmeg, derived from the dried seed of the Myristica fragans, is produced from trees which
cal areas of the Eastern and Western hemispheres. Nutmeg of this type has been found
ons when administered in doses of more than one teaspoon. Reactions seem to vary from
o little or no reaction.

OPIATES

I. Description

A. Opium - A powerful narcotic drug made from the milky juice of the opium poppy; the Orient; grown mainly in China, Turkey, Iran, and Yugoslavia; it is and Turkey. Commercial opium comes from the juice of the unripened po taken out, dried to a brown gummy stage, and rolled into balls and shi changed to a white powder with a distinctive odor and sharp bitter tas

B. Alkaloids or derivatives of opium (opiates)

1. Codeine - Present in cough medicines that may be sold without a prescripti Federal Law, have the name and address of person puchasing it.
2. Morphine - Probably most valuable of narcotics in medical use because of s May be legally sold by prescription under strict regulations.
3. Paregoric - Opium, benzoic acid, and camphor.
4. Heroin - Dangerous, illegal opiate drug several times stronger than mor

II. Slang expressions

1. Heroin -
   "H"
   Horse
   Stuff
   Harry
   Joy powder
   Scat
2. Narcotics -
   Cotics
   Gee-head
   Goods
   Hard stuff

III. Proper uses

A. Morphine

1. Large doses relieve pain and permit sleep
2. Small doses reduce pain
3. Used in treatment of these diseases and conditions:
   a. Cancer
   b. Cardiac asthma

TEACHER INFORMATION (continued)

OPIATES

ug made from the milky juice of the opium poppy; opium is native to Greece and
ly in China, Turkey, Iran, and Yugoslavia; it is cultivated in India, Egypt,
al opium comes from the juice of the unripened pod which is slit and juice
brown gummy stage, and rolled into balls and shipped to refineries where it is
vder with a distinctive odor and sharp bitter taste.
pium (opiates)

n medicines that may be sold without a prescription, but pharmacist must, by
ve the name and address of person puchasing it. It is $\frac{1}{6}$ as strong as morphine.
valuable of narcotics in medical use because of small dose needed to reduce pain.
sold by prescription under strict regulations.
c acid, and camphor.

legal opiate drug several times stronger than morphine.

and permit sleep

e diseases and conditions:

   - c. Whooping cough
   - d. Allay vomiting and check diarrhea
   - e. Gallstones
   - f. Renal colic
   - g. Internal hemorrhage
   - h. Traumatic shock
   - i. Congestive heart failure
   - j. Threatened abortion

B. Codeine

   1. Used orally and hypodermically to relieve pain, spasm, and as a s
   2. Treat severe coughs, asthma, intestinal pain, and neuralgia

C. Paregoric

   1. Used to check intestinal fermentation

D. Heroin

   1. None

IV. Improper use pattern (referring to the opiates)

A. Sniffed as a powder (snorting)
B. Injected (mainlining) (skin popping)
C. Heroin most commonly abused

   1. "Cut heroin" 3 - 10% pure, diluted mostly with milk, sugar, or qu
   2. Tends to be less pure and more expensive as it moves through the
   3. Dosage

      a. Start with 5 - 10 mg
      b. End with 450 mg/day
      c. Average dose wears off in 6 hours

D. Addict dies each day of overdose
E. Morphine effects wear off in about 12 hours

TEACHER INFORMATION (continued)

cough
miting and check diarrhea
es
lic
hemorrhage
c shock
ve heart failure
ed abortion

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coughs, asthma, intestinal pain, and neuralgia

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" 3 - 10% pure, diluted mostly with milk, sugar, or quinine.
less pure and more expensive as it moves through the illicit channels of distribution

ith 5 - 10 mg
n 450 mg/day
dose wears off in 6 hours

h day of overdose
s wear off in about 12 hours

F. Opium effects wear off in about 24 hours

Physical effects

A. External

   1. Cold, clammy feeling to body
   2. Perspiration and shakes if going through withdrawal
   3. Scar or skin infection from injections

B. Gastrointestinal

   1. Reduce thirst and appetite - loss of weight
   2. Vital secretions decrease through steady use, causing an acid mouth (teeth rot)
   3. Constipation
   4. Gallbladder often inflamed
   5. Abscesses on liver may appear
   6. Nausea and vomiting may happen to the inexperienced abuser

C. Nervous system

   1. Reduction of tension, easing of fears, relief from worry, (euphoria - state of well being)
   2. Inactivity, bordering on stupor may follow next
   3. Feelings of pain may be reduced
   4. Abscesses may appear on brain

D. Circulation

   1. Heartbeat reduced
   2. Poor circulation
   3. Blood pressure lowered

E. Respiration

   1. Breathing reduced to around 4/minute, average being 17/minute
   2. Oxygen supply reduced
   3. Abscesses may appear on lungs
   4. Sniffing induces nose inflammation
      a. Ulcers appear
      b. Division between nostrils may receive a hole

F. Muscular

   1. Intestine and stomach muscles reduced
   2. Withdrawal - the muscles wrench, produce spasms - shaking

G. Neglected health habits

  1. Malnutrition
  2. Dental caries
  3. Chronic fatigue
  4. Lowered resistance to infection
  5. Devitalized condition

H. Withdrawal illness

  1. Due to physical dependence
  2. Symptoms - addict sweats, shakes, gets chills, diarrhea, vomits, suffer
  3. Varies with degree of dependence and amount used

    a. Begins 8 - 12 hours after last dose
    b. 36 - 72 hours at peak
    c. 5 - 10 day gradually diminish
    d. Weeks later may suffer nervousness, muscle ache, and insomnia
    e. 6 months, the body may take to go back to normal

VI. Reasons for Abuse

  A. Relief - escape from troubles
  B. Feel more sure of self
  C. Ease, contentment, relaxation
  D. Teenage: curiosity, fear, boredom, bravado.

VII. Social application

  A. 1968, about 64,000 active narcotic addicts in the United States. An estima
  B. 47% between ages of 21 and 30 years old
  C. 10,000 believed to be teenagers
  D. Urban problem

    1. Found chiefly among young men of minority groups in ghetto areas

  E. Other abusers range from doctors, nurses, druggists to jazz musicians and

TEACHER INFORMATION (continued)

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e to infection
tion

lependence
 sweats, shakes, gets chills, diarrhea, vomits, suffers sharp pain in stomach
e of dependence and amount used

2 hours after last dose
s at peak
radually diminish
nay suffer nervousness, muscle ache, and insomnia
 body may take to go back to normal

 troubles
lf
elaxation
 fear, boredom, bravado.

ctive narcotic addicts in the United States. An estimated 6,000 being heroin addicts.
21 and 30 years old
e teenagers

ong young men of minority groups in ghetto areas

 from doctors, nurses, druggists to jazz musicians and other "arty" people

F. Maturing out

1. Usually would take place around 35 years of age
2. Do not need the drug anymore
3. Have matured emotionally and mentally to have realized they can carry out
   the drug

G. Hard to recognize an addict who receives regular supply, and who does not abu

VIII. Social harm

A. Non-violent crimes

1. Shoplifting
2. Stealing from parked cars
3. Pick-pocketing
4. Pandering and prostitution

B. Violent crimes
C. Family suffers
D. Push drugs to support habit
E. Unreliable to those around him

IX. Emotional harm

A. Strength of character weakened
B. No interest in anything, preoccupied with self
C. Pleasing personality lost - suspicious
D. Irritable, tell senseless lies

X. Risks

A. Problems going back into society if have kicked the habit

1. Known as former addict
2. No money
3. Employees weary about hiring
4. Family may be different
5. Community disapproval

TEACHER INFORMATION (continued)

place around 35 years of age
ıg anymore
onally and mentally to have realized they can carry out their processes without

ddict who receives regular supply, and who does not abuse to great extent

ed cars

titution

habit
ound him

weakened
g, preoccupied with self
ost - suspicious
ess lies

to society if have kicked the habit

dict

out hiring
ferent
val

6. Friends may be suspicious
7. "Addict friends" too available
8. Social agencies reluctant to help because successful ad
   expenditure of time

B. Babies born to addicts may be addicted

C. Physical complications can set in

   1. Blood poisoning
   2. Tetanus
   3. Viral hepatitis
   4. Sclerotic veins (wall deteriorated)
   5. Abscess tissue

D. Threat of overdose

E. Withdrawal illness

XI. Illegal traffic of narcotics

A. Pattern of opiates and opium

   1. Middle East to the United States
   2. Southeast Asia to Hong Kong, Japan, China, Taiwan to We
   3. Mexico to the United States

B. Pattern of illicit heroin into the United States

   1. Poppy grown in Turkey, converted to morphine
   2. Shipped to Istanbul and Beirut
   3. Shipped to France where it is processed into heroin
   4. Shipped directly to the United States
   5. Shipped first to Italy, to Canada, to Mexico and then t
   6. Far East (Burma and Thailand) to Hong Kong to the Unite

C. Escalating Costs

   1. Turkish farmer - to pusher (refer to transparency)
   2. Ten kilograms of raw opium in Turkey sold to underworld
   3. Sells for $225,000 in the United States

TEACHER INFORMATION (continued)

suspicious
s" too available
s reluctant to help because successful adjustment is too slight to warrant necessary
time

icts may be addicted
ions can set in

g

s
s (wall deteriorated)

cotics

and opium

the United States
to Hong Kong, Japan, China, Taiwan to West Coast of America.
United States

heroin into the United States

Turkey, converted to morphine
tanbul and Beirut
ance where it is processed into heroin
tly to the United States
to Italy, to Canada, to Mexico and then to the United States
na and Thailand) to Hong Kong to the United States

r - to pusher (refer to transparency)
of raw opium in Turkey sold to underworld broker for $350
5,000 in the United States

a. Makes 45,000 packets of 5% pure heroin
b. Each packet $5.00

D. Major problems in control

1. Amount of opium produced in a year is 2,800 tons
2. Illegally sold opium is 2,350 tons of this
3. Medical requirement is only 450 tons
4. Amount produced is at least 4 times that needed for medical a
world.
5. Compactness of product
6. Financial profit in trade
7. Incompleteness of international controls

a. Communist governments (notably, China and Cuba) are not o
b. Underdeveloped areas (Iran and in the Middle East) opium
corrupt federal land holders

8. User does not consider self a victim (no voluntary complaints

XII. Law pertaining to opiates

A. Harrison Act of 1914

1. First offense--illegal possession 2 - 10 years
2. Second offense--illegal possession 5 - 20 years
3. First offense--illegal sale, fine of $20,000 and 5 - 20 years
4. Second offense--illegal sale, fine of $20,000 and 10 - 40 yea
5. Selling to a minor (under eighteen) offender is refused parol
and can be sentenced to life imprisonment or to death.

B. Narcotic Addict Rehabilitation Act 1966

1. Designed to support rehabilitation services for the addict, e
with a non violent offense and those that have been prosecute

TEACHER INFORMATION (continued)

000 packets of 5% pure heroin
:et $5.00

control

ium produced in a year is 2,800 tons
d opium is 2,350 tons of this
irement is only 450 tons
ced is at least 4 times that needed for medical and research purposes throughout the

of product
ofit in trade
ss of international controls

t governments (notably, China and Cuba) are not obliged by agreements
eloped areas (Iran and in the Middle East) opium is principal crop and is regulated by
federal land holders

t consider self a victim (no voluntary complaints to report offenders)

iates

1914

e--illegal possession 2 - 10 years
se--illegal possession 5 - 20 years
e--illegal sale, fine of $20,000 and 5 - 20 years
se--illegal sale, fine of $20,000 and 10 - 40 years
minor (under eighteen) offender is refused parole and probation even for first offense,
entenced to life imprisonment or to death.

Rehabilitation Act 1966

support rehabilitation services for the addict, even those that have been caught and charged
iolent offense and those that have been prosecuted

TEACHER INFORMATION (continued)

GLUE SNIFFING

I. Description

A. It is the voluntary inhalation of the fumes or vapors from model airplane gl paint thinners, lacquer thinners, cigarette lighter fluid, and marking penci hydrocarbons.

II. Proper uses

A. None

III. Improper use pattern

A. Age range 8-10
B. Inhaling airplane glue

1. 30-40 minutes after inhaling fumes the abuser is intoxicated (acts drunk
2. Disorder of perception
3. Slurred speech
4. Staggers
5. Next hour - drowsiness, stupor, or unconsciousness can come about.

C. Inhaling other hydrocarbons

1. Gasoline
2. Alcohol
3. Cleaning fluid
4. Paint Thinner
5. Lacquer thinner
6. Lighter fluid
7. Marking pencils

D. Psychological dependence

1. Tolerance builds up (some abuse up to 20 tubes of glue in a day)

TEACHER INFORMATION (continued)

GLUE SNIFFING

lation of the fumes or vapors from model airplane glue or other compounds (gasoline, thinners, cigarette lighter fluid, and marking pencils) containing aromatic

inhaling fumes the abuser is intoxicated (acts drunk)
ion

ess, stupor, or unconsciousness can come about.

bons

ce

(some abuse up to 20 tubes of glue in a day)

TEACHER INFORMATION (continued)

IV. Physical effects

- A. External
  1. Staggering
- B. Gastrointestinal
  1. Nausea
  2. Vomiting
  3. Loss of appetite and weight
  4. Diarrhea
- C. Nervous system
  1. Mild hallucinations
  2. Depression
  3. Euphoria (giddy, silly, excited)
  4. Delirium
  5. Drowsiness, stupor, unconsciousness
- D. Circulation
  1. Lowering of blood pressure
- E. Muscular
  1. Loss of coordination
  2. Pain in head, neck, chest, and legs
  3. Slurred speech
- F. Respiration
  1. Sneezing
  2. Slows down if chronic abuse
- G. Eyes
  1. Blurred vision

H. Ringing in ears

I. Long term effects

1. Brain
2. Kidney
3. Liver
4. Bone marrow

V. Psychological effects

A. Withdraw into fantasy
B. Releases aggressive impulses
C. Exaggeration of own sense of power
D. Withdrawal of interest from external objects

VI. Reasons for abuse

A. Adolescent rebellion
B. Low opinion of self
C. Difficulty in communicating
D. Anxiety
E. Kicks
F. Disorganized, weak personality

VII. Social application

A. Low income phenomenon (attempting to escape reality)
B. Influence of peer group
C. Parties or friends
D. Some solitary practice
E. Types of abusers

1. Hard core

a. Strongly dependent on habit
b. Likely to engage in truancy
c. Withdraw from social situations
d. Inability to cope with feelings of aggression

2. Accidental

   a. Influence of peer contacts
   b. Can give up with no problem
   c. Moody, restless
   d. Lack of interest in school work

F. Maturing Out

   1. Late teens
   2. No "kick" anymore
   3. Self-defeating...too irritating to nasal passages
   4. Seek more obvious sources for kicks

VIII. Social harm

   A. Loss of interest in home and school activities
   B. Crimes under intoxication
   C. Spread the habit to others
   D. Resort to stealing
   E. Targets for the narcotic peddler

IX. Emotional harm

   A. Moodiness
   B. Restlessness
   C. Psychologically dependent
   D. Impulsive and unpredictable under its influence

X. Risks

   A. Develop severe liver damage
   B. May damage the kidneys
   C. May develop aplastic anemia (condition where blood cells cannot be manufa
   D. Death by overdose or by unpredictable behavior
   E. Police record possibly, by stealing, or doing harm to someone else
   F. Lead to more serious drugs

TEACHER INFORMATION (continued)

eer contacts
th no problem
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st in school work

too irritating to nasal passages
sources for kicks

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damage
s
anemia (condition where blood cells cannot be manufactured) in the bone marrow
by unpredictable behavior
y, by stealing, or doing harm to someone else
drugs

XI. Glue sniffing controls

A. Store owners have put their own restrictions in controlling the glue sniffing problem.

1. Special locked compartments for the glue
2. Notes from parents to buy the glue
3. Restrict the number bought (plus other solvents)
4. Cease to stock glue

B. Make the glue less toxic
C. Make the glue less desirable
D. PTA to educate parents and students

XII. Laws

A. No federal control
B. Sales restricted in some states

1. In Maryland, it is a misdemeanor

BARBITURATES

I. Description

A. Used in medical practice to calm and/or produce sleep. Slow central nervou
B. Pills and capsules
C. Tranquilizers (calming effect)

1. Miltown
2. Librium
3. Equanil
4. Valium
5. Vistaril
6. Ultran
7. Serax
8. Thalidomide

D. Barbiturates

1. Luminal
2. Nembutal (phenobarbital)
3. Amytal
4. Seconal
5. Barbitol
6. Pentothal
7. Sodium pentothal

II. Slang expressions

Barbs
Sleeping pills
Nimbies
Rainbows
Candy
Peanuts
Red
Double trouble
Yellows
Yellow jackets
Seggy, Seccy
Tooies
Goo
Red
Pin
Blu

III. Proper Use

A. Produce sleep; relieve insomnia

TEACHER INFORMATION (continued)

BARBITURATES

ractice to calm and/or produce sleep. Slow central nervous system
s
lming effect)

enobarbital)

thal

arbs	Candy	Yellows	Goofballs
leeping pills	Peanuts	Yellow jackets	Red buds, red devils
imbies	Red	Seggy, Seccy	Pinks, reds and blues
ainbows	Double trouble	Tooies	Blues, blue birds, blue devils, blue heavens

elieve insomnia

B. Reduce nervousness
C. Relax patients before and during surgery
D. Treat high blood pressure
E. Increase effects of pain-killing drugs
F. Treat mental conditions
G. Control epilepsy convulsions

IV. Improper use pattern

A. Unsupervised self-medication
B. Taken under extreme mental or emotional confusion
C. To counteract the effect of stimulant drugs
D. Neurotic

  1. To feel better physically and mentally
  2. To vanish insecurities and inadequacies

E. Psychopathic

  1. For thrill (Often mixed with other drugs)
  2. Immature socially

F. Temporary substitute for an addict when his narcotic supply has dimin
G. Suicide
H. Most abused

  1. Short-acting, long starting
  2. Phenobarbital (Nembutal)
  3. Secobarbital (Seconal)

I. At least 20 million prescriptions never see the doctor. One in four
write for mood-affecting drugs is the barbiturate drug type
J. Average abuse

  1. 20 - 40 pills a day (60 - 100 milligrams)
  2. $20.00/day habit
  3. Withdrawal - forty-eight hours after not having the drug will go

TEACHER INFORMATION (continued)

vousness
ents before and during surgery
blood pressure
ffects of pain-killing drugs
al conditions
ilepsy convulsions

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sed self-medication
er extreme mental or emotional confusion
ract the effect of stimulant drugs

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substitute for an addict when his narcotic supply has diminished

ed

-acting, long starting
barbital (Nembutal)
arbital (Seconal)

20 million prescriptions never see the doctor. One in four prescriptions that doctors
mood-affecting drugs is the barbiturate drug type
buse

40 pills a day (60 - 100 milligrams)
00/day habit
drawal - forty-eight hours after not having the drug will go into convulsions

- K. Psychological dependence

V. Physical effects

- A. Depress the nerves, skeletal muscles, and the heart muscles
  1. Heart rate slow
  2. Breathing slow
  3. Blood pressure lower
- B. Higher doses
  1. Effects resemble drunkenness
  2. Confusion
  3. Slurred speech
  4. Staggering
  5. Impaired ability to think, concentrate, and work
  6. Emotional control weakened, may become:
     - a. Irritable
     - b. Angry
     - c. Combative
  7. May fall into deep sleep
- C. Physical dependence

VI. Reasons for Abuse

- A. Relieve anxiety and tension
- B. Temporary substitute for narcotics
- C. Thrill - to give temporary feeling of well being
- D. Upper and middle class abuse these drugs
  1. Escape boredom
  2. Self awareness

VII. Social harm

- A. Accidents
- B. Unpredictable behavior may result in picking fights, destroying property, etc.
- C. Poor product of society since mental functioning is impaired with this drugs i

VIII. Emotional harm

- A. Unpredictable behavior
  - 1. Quick temper
  - 2. Quarrelsome
  - 3. Snap judgements
- B. Psychologically dependent on drug
- C. Become a neurotic abuser

IX. Risks

- A. Death
  - 1. Overdose
  - 2. Withdrawal
- B. Withdrawal
  - 1. 8 - 12 hours after last dose (appears to improve)
  - 2. Next 24 hours - headaches, nervousness, twitching, nausea, weakness
  - 3. 36 - 72 hours - convulsions, resembling epileptic seizures. Can occur as or the eighth day.
  - 4. Days with mental confusion - DT's, delirium tremens
  - 5. Coma and...possible death
- C. Accidents - injuries
  - 1. Automobile driving
  - 2. Falling
- D. Loss of Job

TEACHER INFORMATION (continued)

e behavior may result in picking fights, destroying property, etc., lose friends, job.
of society since mental functioning is impaired with this drugs influence

e behavior

mper
ome
gements

lly dependent on drug
rotic abuser

al

ours after last dose (appears to improve)
hours - headaches, nervousness, twitching, nausea, weakness
hours - convulsions, resembling epileptic seizures. Can occur as early as the sixteenth
ighth day.
h mental confusion - DT's, delirium tremens
...possible death

injuries

le driving

E. Conflict with law due to assaultive, aggressive behavior

X. Law

A. Each delivery, with or without payment, is a separate offense with a ma year in prison.
B. After prior conviction, the maximum penalty for illegal delivery is $10 imprisonment.
C. First offense - all persons over eighteen, who sell or give barbiturate one may be imprisoned for not more than two (2) years or fined not more
D. Second offense ... six (6) years imprisonment and maximum fine of $15,0
E. No pharmacist may fill or refill a prescription more than 6 months afte times, if refills are authorized unless a medical practitioner orally o
F. Legislation now pending before Congress to change law so that illegal m intent to sell dangerous drug would be a felony, and illegal possession

TEACHER INFORMATION (continued)

assaultive, aggressive behavior

ithout payment, is a separate offense with a maximum penalty of $1,000 and one (1)

the maximum penalty for illegal delivery is $10,000 and/or three (3) years

ons over eighteen, who sell or give barbiturates or stimulants to anyone under twenty-
r not more than two (2) years or fined not more than $5,000 or both.
6) years imprisonment and maximum fine of $15,000 and/or both
r refill a prescription more than 6 months after the date of issue or more than 5
thorized unless a medical practitioner orally or in writing renews the prescription.
before Congress to change law so that illegal manufacture, sale, or possession with
drug would be a felony, and illegal possession would be a misdemeanor.

TEACHER INFORMATION (continued)

STIMULANTS

I. Description

- A. Drugs that excite the central nervous system
- B. Produce alertness and wakefulness
- C. Two forms:
  - 1. Cocaine - Obtained from isolated alkaloid of dried coca leaves f with lime to release cocaine. Appears like white crys
  - 2. Benzedrine - Obtained from ephedrine, which is made from certain de
- D. Pill, tablet-capsule, or injected into body.

II. Slang expressions

Bennies
Cartwheels
Co-Pilots
Dexies
Footballs
Greenies
Crystal
Oranges
Roses
Wade-ups
Browns
Speed
Bernice
Coke
Corine
Dust

III. Proper Uses

- A. Therapy for people who are seriously overweight
- B. Relieve mild depression
- C. Treating a variety of mild mental diseases
- D. Treatment of Narcolepsy - a disease characterized by an almost overwhel
- E. Treatment of Parkinson's disease (rigidity of some muscles)
- F. Given to fliers and astronauts when the need for mental and physical al
- G. Cocaine is used as a local anesthetic, and in treating nose and eye dis

IV. Improper use pattern

- A. Half of the 9 billion pills made legally in the United States are distr
- B. To ward off sleep (students cramming for test all night, truck drivers,
- C. To give feeling of increased strength, endurance, and reduction of fati

TEACHER INFORMATION (continued)

STIMULANTS

the central nervous system
and wakefulness

btained from isolated alkaloid of dried coca leaves found in South America. Leaves treated
ith lime to release cocaine. Appears like white crystaline powder, has a bitter taste
btained from ephedrine, which is made from certain desert shrubs.

le, or injected into body.

nnies
rtwheels
-Pilots
xies
Footballs
Greenies
Crystal
Oranges
Roses
Wade-ups
Browns
Speed
Bernice
Coke
Corine
Dust
Gold dust
Hearts
Meth
Peaches
Snow
LA Turnabouts
Bombido

who are seriously overweight
ssion
of mild mental diseases
lepsy - a disease characterized by an almost overwhelming compulsion for sleep
inson's disease (rigidity of some muscles)
nd astronauts when the need for mental and physical alertness is very important
s a local anesthetic, and in treating nose and eye diseases

lion pills made legally in the United States are distributed through illicit channels.
(students cramming for test all night, truck drivers, etc.)
f increased strength, endurance, and reduction of fatigue during athletic performances.

D. As substitute when other narcotic supplies are cut off.
E. For those wanting particular "thrills."
F. Generally swallowed as pills but can be injected into a vein at regular "speeding."
G. Tolerance builds increased dose

   1. Abusers take as many as twenty-five at a time
   2. Usual daily supply can go up to 150 pills (heavy dose)
   3. Shoot as much as 300 mg every few hours (medical use is 5-30 mg dai
   4. No tolerance in cocaine

H. Need a "chemical up" and a "chemical down."
I. Psychological dependence
J. Cocaine abuse pattern

   1. Intense stimulatory effects usually result in the abuser voluntaril
   2. Combine a depressant drug such as heroin with stimulant such as coc
   3. Alternating a drug as cocaine with a depressant.
   4. Sniffed or injected into vein.
   5. Not much in the United States. It is expensive

V. Physical effects

   A. How they work

      1. They stimulate the release of morepinephrine (a substance stored in concentrate it in the higher centers of the brain - thus speeding u

   B. External

      1. Restlessness...excitability
      2. Talkativeness - often unclear or rapid
      3. Tremor of hands
      4. Profuse perspiration
      5. Skin lesions and abscesses from over abuse of methamphetamine
      6. Pale

TEACHER INFORMATION (continued)

r narcotic supplies are cut off.
cular "thrills."
pills but can be injected into a vein at regular time intervals, known as

sed dose

y as twenty-five at a time
can go up to 150 pills (heavy dose)
00 mg every few hours (medical use is 5-30 mg daily)
aine

d a "chemical down."
ce

y effects usually result in the abuser voluntarily seeking sedation.
nt drug such as heroin with stimulant such as cocaine (speedball)
as cocaine with a depressant.
d into vein.
ited States. It is expensive

release of morepinephrine (a substance stored in nerve endings) and
the higher centers of the brain - thus speeding up metabolism and the heart.

itability
ten unclear or rapid

on
bscesses from over abuse of methamphetamine

C. Gastrointestinal

1. Cause dry mouth, bad breath
2. Diarrhea
3. Depress appetite - lose weight

D. Nervous System

1. Sleeplessness - excitability
2. Headache
3. Mirages or hallucinations may occur
4. Acute psychosis ...characterized by auditory or visual hallucinations, or bo

E. Circulatory system

1. Increase heart rate
2. Raise blood pressure

F. Urinary frequency

G. Respiration

1. Rate may increase
2. Overdose depress it

H. Muscular

1. Tremor in hands
2. Unpleasant and jittery feelings

I. Eyes

1. Dialated pupils
2. Blurred vision
3. Impaired reaction of eye to light

J. Exhaustion (from lack of sleep

K. Combined with alcohol, everything is intensified, death may result

VI. Reasons for abuse

A. Promote conversation and sociability
B. "Thrills - Highs"
C. Experimentation "magic energy supplier"
D. Ward off sleep
E. Give extra strength
F. Substitute for narcotic

VII. Social application

A. All kinds of people

1. Middle-aged businessmen
2. Housewives
3. Students
4. Athletes (although has been abandoned)
5. Truck drivers

VIII. Social harm

A. Hideous crimes under heavy dosage
B. Irritable and unstable person in society (may lose acquaintances,
C. May seek to heavy narcotics
D. Intellectual breakdown

IX. Emotional harm

A. Amphetamine psychosis (affects those taking large doses over long

1. Emotional breakdown
2. Paranoid feelings (people plotting against abuser)
3. Seeing and hearing things not there

B. Suffer deep depression when taken away (potential suicide)

TEACHER INFORMATION (continued)

on and sociability

agic energy supplier"

h
cotic

e

sinessmen

ough has been abandoned)

ler heavy dosage
able person in society (may lose acquaintances, jobs, cause accidents, lose family)
narcotics
down

osis (affects those taking large doses over long period of time)

akdown
ings (people plotting against abuser)
aring things not there

ssion when taken away (potential suicide)

X. Risks

  A. Serum hepatitis (through methamphetamine injections)
  B. Death (when unaccustomed to high doses) (suicidal)
  C. Long term personality disorders
  D. Losing everything worked for because of:

    1. Aggressive outbursts
    2. Committing a crime

  E. Overestimate physical abilities (complete physical exhaustion - harm bod
  F. Suffer heart and circulatory damage
  G. Automobile accidents

    1. Shakiness
    2. Dizziness
    3. Confusion
    4. Combative and aggressive driving
    5. Decrease ability of concentration
    6. Hallucinations or blackouts

XI. Illegal traffic of amphetamines and barbiturates

  A. Illicit channels

    1. Half of all amphetamines and barbiturates legally made fall into th
    2. Hijackers
    3. Thieves in laboratories
    4. Buyers using phony orders to purchase from laboratories
    5. Steal prescription pads from doctor - use fraudulant means.
    6. Manufacturers make quantities unlawful and dispose of them through
    7. Clandestine laboratories make pills which are chemically affected a
    effect in them)

      a. Garages
      b. Warehouses
      c. Trucks
      d. Basements

TEACHER INFORMATION (continued)

gh methamphetamine injections)
ed to high doses) (suicidal)
disorders
ed for because of:

ts

abilities (complete physical exhaustion - harm body)
iatory damage

essive driving
f concentration
blackouts

mines and barbiturates

amines and barbiturates legally made fall into the black market

ories
orders to purchase from laboratories
pads from doctor - use fraudulant means.
quantities unlawful and dispose of them through the black market
atories make pills which are chemically affected and also false pills (no chemical

8. Smuggled from Mexico
    a. Produced in Mexican laboratories
    b. Diverted to Mexico being legally made in the United States

B. Key figures to watch for
    1. Unregistered manufacturers
    2. Wholesalers
    3. Bulk peddlers

C. Escalating costs
    1. Methamphetamine - produced in makeshift laboratories
        a. $30 per pound to produce
        b. Wholesale at $1,200 per pound
        c. Retailers sell one ounce (35 spoons) for $20
    2. Speed
        a. $30 production cost
        b. $700 retail for one ounce
    3. One pill 5 times the pharmacy value
        a. Wholesale less than $1.00 for 1,000 pills
        b. Sold in illegal market $30 or $50 for 1,000 pills
        c. Retail 10 - 25 cents each

D. Problems in control
    1. Hard to trace
        a. No reliable way to spot an amphetamine abuser
        b. Visual identification of drug (pills and capsules) impossible

TEACHER INFORMATION (continued)

XII. Law

A. Each delivery, with or without payment, is a separate offense with a maximu year in prison.
B. After prior conviction, the maximum penalty for illegal delivery is $10,000 imprisonment
C. First offense - all persons over eighteen who sell or give barbiturates or be imprisoned for not more than two (2) years or fined not more than $5,000
D. Second offense - six (6) years imprisonment and maximum fine of $15,000 or
E. No pharmacist may fill or refill a prescription more than 6 months after th if refills are authorized unless a medical practitioner orally or in writin
F. Legislation now pending before Congress to change law so that illegal manuf intent to sell dangerous drugs would be a felony; and illegal possession wo

TEACHER INFORMATION (continued)

without payment, is a separate offense with a maximum penalty of $1,000 and one (1)

n, the maximum penalty for illegal delivery is $10,000 and/or three (3) years

ersons over eighteen who sell or give barbiturates or stimulants to anyone under 21 may
more than two (2) years or fined not more than $5,000, or both
(6) years imprisonment and maximum fine of $15,000 or both.
or refill a prescription more than 6 months after the date of issue or more than 5 times,
ized unless a medical practitioner orally or in writing renews the prescription
ng before Congress to change law so that illegal manufacture, sale, or possession with
ous drugs would be a felony; and illegal possession would be a misdemeanor.

Drugs	Pharmacologic Classification	Controls	Medical
Alcohol	Depressant	Legal age restrictions vary within state	Use of b alcohol is rare; as sedat disinfec alcohol
Amphetamine drugs (e.g., amphetamine, dextroamphetamine, methamphetamine--also known as desoxyephedrine)	Stimulant	Controlled drug products (Per Drug Abuse Control Amendments, 1965. Methamphetamine added to list of controlled drugs in May, 1966)	For mild sion, an tite, na
Barbiturates (e.g., amobarbital, pentobarbital, secobarbital)	Depressant	Controlled drug products (Per Drug Abuse Control Amendments, 1965)	For seda sleep-pr epilepsy blood pr
Bromides	Depressant	Regulated by prescription; some "over-counter" dispersal	Sedative
Cocaine	Central nervous system stimulant	Narcotic (Per Harrison Act, 1914)	Local an
Codeine (an opium derivative)	Depressant	Narcotic (Per Harrison Act, 1914)	To relie and coug
Glue (also paint thinner, lighter fluid)	Depressant	No Federal controls. Glue sales restricted in some states.	None
Heroin (a morphine derivative)	Depressant	Narcotic (Per Harrison Act, 1914)	To relie

DRUG ABUSE PRODUCTS

macologic sification	Controls	Medical Use	Potential for Physical Dependence	Potential for Psychological Dependence
essant	Legal age restrictions vary within state	Use of beverage alcohol medically is rare; perhaps as sedative, disinfectant, alcohol massage	Yes	Yes
ulant	Controlled drug products (Per Drug Abuse Control Amendments, 1965. Methamphetamine added to list of controlled drugs in May, 1966)	For mild depression, anti-appetite, narcolepsy	No	Yes
ressant	Controlled drug products (Per Drug Abuse Control Amendments, 1965)	For sedation, sleep-producing, epilepsy, high blood pressure	Yes	Yes
ressant	Regulated by prescription; some "over-counter" dispersal	Sedative	No	Yes
tral nervous tem stimulant	Narcotic (Per Harrison Act, 1914)	Local anesthetic	No	Yes
ressant	Narcotic (Per Harrison Act, 1914)	To relieve pain and coughing	Yes	Yes
ressant	No Federal controls. Glue sales restricted in some states.	None	Unknown	Yes
ressant	Narcotic (Per Harrison Act, 1914)	To relieve pain	Yes	Yes

REFERENCE CHART

Tolerance	Possible Effects When Abused	How Taken When Abused	Comments
Yes	Drowsiness; slurred speech; stupor	Drunk	Depresses central nervou
Yes	Excitation, dilated pupils, tremors, talkativeness, hallucinations	Orally or by injection	Prescription only. Orig after six (6) months. O ted within this period
Yes	Drowsiness, staggering, slurred speech	Orally or by injection	Prescription only. Orig after six (6) months. O ted within this period. only with the use of hig of time
No	Drowsiness; sedative reactions	Orally	Depressant dehydration m body posing some danger
No	Extreme excitation, tremors, hallucinations	Sniffed or by injection	Although cocaine does no of morphine, it has been law because its abuse po stringent control measu
Yes	Drowsiness, pinpoint pupils	Orally (usually as cough syrup)	Preparations containing codeine are classified a be obtained without pres
Yes	Staggering, drowsiness, slurred speech, stupor	Inhaled	Freely available as comm some states have laws fo persons under 18
Yes	Same as morphine	Sniffed or by injection	Not legally available in ly in some countries fo

	How Taken When Abused	Comments
ch;	Drunk	Depresses central nervous system
ls,	Orally or by injection	Prescription only. Original prescription expires after six (6) months. Only five (5) refills permitted within this period
	Orally or by injection	Prescription only. Original prescription expires after six (6) months. Only five (5) refills permitted within this period. Dependence generally occurs only with the use of high doses for a protracted period of time
	Orally	Depressant dehydration may occur; drug accumulates in body posing some danger of accidental toxicity
mors,	Sniffed or by injection	Although cocaine does not have the narcotic properties of morphine, it has been classified as a narcotic by law because its abuse potential necessitates the same stringent control measures
pils	Orally (usually as cough syrup)	Preparations containing specified minimal amounts of codeine are classified as "exempt" narcotics and can be obtained without prescription in some states.
	Inhaled	Freely available as commercial products, except that some states have laws forbidding the sale of glue to persons under 18
	Sniffed or by injection	Not legally available in United States. Used medically in some countries for relief of pain

Drugs	Pharmacologic Classification	Controls	Medical
LSD (also mescaline, peyote, psilocybin, DMT)	Hallucinogen	(Brought under Drug Abuse Control Amendments in September, 1966)	Medical only)
Marihuana	Hallucinogen	Narcotic (Per Marihuana Tax Act, 1937, plus subsequent restrictive legislation which covered marihuana and narcotics together)	None
Meperidine (synthetic morphine-like drug)	Depressant	Narcotic (Brought under Harrison Act in 1944)	To reli
Methadone (synthetic morphine-like drug)	Depressant	Narcotic (A 1953 amendment to the Harrison Act brought drugs like methadone under control)	To reli
Morphine (an opium derivative)	Central nervous System depressant	Narcotic (Per Harrison Act, 1914)	To reli
Paregoric (preparation containing opium)	Depressant	Narcotic (Per Harrison Act, 1914)	For sec to cour diarrhe
Tobacco	Nicotine - stimulant	Legal age restrictions vary within state	None: r in inse

DRUG ABUSE PRODUCTS

: on	Controls	Medical Use	Potential for Physical Dependence	Potential for Psychological Dependence
	(Brought under Drug Abuse Control Amendments in September, 1966)	Medical (research only)	No	Yes
	Narcotic (Per Marihuana Tax Act, 1937, plus subsequent restrictive legislation which covered marihuana and narcotics together)	None	No	Yes
	Narcotic (Brought under Harrison Act in 1944)	To relieve pain	Yes	Yes
	Narcotic (A 1953 amendment to the Harrison Act brought drugs like methadone under control)	To relieve pain	Yes	Yes
ous ssant	Narcotic (Per Harrison Act, 1914)	To relieve pain	Yes	Yes
	Narcotic (Per Harrison Act, 1914)	For sedation and to counteract diarrhea	Yes	Yes
	Legal age restrictions vary within state	None: nicotine used in insecticides	No	Yes

REFERENCE CHART (continued)

Tolerance	Possible Effects When Abused	How Taken When Abused	Comments
Yes	Excitation, hallucinations, rambling speech	Orally or by injection	In 1966, LSD was brough Abuse Control Amendment the International Narco sidered. Not legally av
No	Drowsiness or excitability, dilated pupils, talkativeness, laughter, hallucinations	Smoked or orally	From a legal control st as a narcotic. It is a in the United States
Yes	Similar to morphine, except that at higher doses, excitation, tremors and convulsions occur	Orally or by injection	Shorter acting than mor Withdrawal symptoms app
Yes	Same as morphine	Orally or by injection	Longer acting than morp develop more slowly, ar longed. Prescription o
Yes	Drowsiness or stupor, pinpoint pupils	Orally or by injection	Morphine is the standar analgesics are compared scription only
Yes	Same as morphine	Orally or by injection	Paregoric is often boil content prior to inject narcotic. In some state
Yes	Increased heart beat, blood pressure, etc., central nervous system stimulant	Smoked; chewed; sniffed	Nicotine content is tox

Reference: Drug Abuse: Escape to Nowhere, Smith, Kline & French, 1968

Drug Abuse Education Resource Materials, Marin County, California

How Taken When Abused	Comments
Orally or by injection	In 1966, LSD was brought under the control of Drug Abuse Control Amendments of 1965. Control under one of the International Narcotics Conventions is being considered. Not legally available except for research
Smoked or orally	From a legal control standpoint, marihuana is treated as a narcotic. It is almost never legally available in the United States
Orally or by injection	Shorter acting than morphine. Frequent dosing reqd. Withdrawal symptoms appear quickly. Prescription only
Orally or by injection	Longer acting than morphine. Withdrawal symptoms develop more slowly, are less intense and more prolonged. Prescription only
Orally or by injection	Morphine is the standard against which other narcotic analgesics are compared. Legally available on prescription only
Orally or by injection	Paregoric is often boiled to concentrate narcotic content prior to injection. Classified as an exempt narcotic. In some states - obtained without prescription
Smoked; chewed; sniffed	Nicotine content is toxic

here, Smith, Kline & French, 1968

rce Materials, Marin County, California

TEACHER INFORMATION (continued)

SLANG TERMS

A - Benzedrine, dexedrine and methedrine
Acid - LSD
Acid head - An abuser of LSD
Artillery - Equipment for injecting drugs
Backtrack - To withdraw the plunger of a syringe before injecting drugs to position
Bag - A container of drugs
Bagman - A drug supplier
Bang - To inject drugs
Barbs - Barbiturates
Bennies - Benzedrine (brand of amphetamine sulfate, Smith, Kline & French
Bernice - Cocaine
Big John - The police
Bindle - A small quantity or packet of narcotics
Biz - Equipment for injecting drugs
Blanks - Poor quality narcotics
Blasted - Under the influence of drugs
Blow a stick - To smoke a marijuana cigarette
Blue devils - Amytal (brand of amobarbital, Eli Lilly and Company) capsules
Blue heavens - Amytal
Blue velvet - Paregoric and an antihistamine
Bombido - Injectable amphetamine
Boo - Marijuana
Boxed - In jail
Bread - Money
Bull - A Federal narcotic agent, a police officer
Burned - To receive phony or badly diluted drugs
Busted - Arrested
Cactus - Peyote
Candy - Barbiturates
Cap - A container of drugs (usually a capsule)
Cartwheels - Amphetamine sulfate (round, white, double-scored tablets)
Champ - Drug abuser who won't reveal his supplier--even under pressure
Charas - Form of marijuana in India; hashish
Charged up - Under the influence of drugs

TEACHER INFORMATION (continued)

SLANG TERMS

enzedrine, dexedrine and methedrine
SD
n abuser of LSD
quipment for injecting drugs
o withdraw the plunger of a syringe before injecting drugs to make sure needle is in proper
osition
container of drugs
drug supplier
o inject drugs
arbiturates
enzedrine (brand of amphetamine sulfate, Smith, Kline & French Laboratories) tablets
ocaine
he police
small quantity or packet of narcotics
quipment for injecting drugs
oor quality narcotics
nder the influence of drugs
o smoke a marijuana cigarett
mytal (brand of amobarbital, Eli Lilly and Company) capsules
mytal
aregoric and an antihistamine
njectable amphetamine
arijuana
n jail
oney
A Federal narcotic agent, a police officer
To receive phony or badly diluted drugs
Arrested
Peyote
Barbiturates
A container of drugs (usually a capsule)
Amphetamine sulfate (round, white, double-scored tablets)
Drug abuser who won't reveal his supplier--even under pressure
Form of marijuana in India; hashish
Under the influence of drugs

Chipping	- Taking small amounts of drugs on an irregular basi
Chippy	- An abuser taking small, irregular amounts--also, p
Clear up	- To withdraw from drugs
Coasting	- Under the influence of drugs
Coast to coasts	- Amphetamines
Coke	- Cocaine
Cokie	- A cocaine addict
Cold turkey	- Sudden drug withdrawal
Connect	- To purchase drugs
Connection	- A drug supplier
Cook up a pill	- To prepare opium for smoking
Co-pilots	- Amphetamine tablets
Cop	- To purchase drugs
Cop-out	- To alibi, confess
Corine	- Cocaine
Cotics	- Narcotics
Crystals	- Methedrine
Cut	- To adulterate a narcotic by adding milksugar
Dabble	- To take small amounts of drugs on an irregular bas
Dagga	- Marijuana - India
Deck	- A small packet of narcotics
Dexies	- Dexedrine (brand of dextroamphetamine sulfate, Smi
Dime bag	- A ten-dollar purchase of narcotics
Dollies	- Dolophine (brand of methadone hydrochloride, Eli L
Domino	- To purchase drugs
Dope	- Any narcotic
Double trouble	- Tuinal (brand of amobarbital sodium and secobarbit
Downs	- Depressants
Dropped	- Arrested
Dust	- Cocaine
Elsie's shake	- Morning glory seed
Factory	- Equipment for injecting drugs
Fix	- An injection of narcotics
Flake	- Cocaine
Flea powder	- Poor quality narcotics

TEACHER INFORMATION (continued)

- Taking small amounts of drugs on an irregular basis
- An abuser taking small, irregular amounts--also, prostitute
- To withdraw from drugs
- Under the influence of drugs
- Amphetamines

- Cocaine
- A cocaine addict
- Sudden drug withdrawal
- To purchase drugs
- A drug supplier
- To prepare opium for smoking
- Amphetamine tablets
- To purchase drugs
- To alibi, confess
- Cocaine
- Narcotics
- Methedrine
- To adulterate a narcotic by adding milksugar
- To take small amounts of drugs on an irregular basis
- Marijuana - India
- A small packet of narcotics
- Dexedrine (brand of dextroamphetamine sulfate, Smith, Kline & French Laboratories) tablets
- A ten-dollar purchase of narcotics
- Dolophine (brand of methadone hydrochloride, Eli Lilly and Company) tablets
- To purchase drugs
- Any narcotic
- Tuinal (brand of amobarbital sodium and secobarbital, Eli Lilly and Company) capsules
- Depressants
- Arrested
- Cocaine
- Morning glory seed
- Equipment for injecting drugs
- An injection of narcotics
- Cocaine
- Pooe quality narcotics

Floating	- Under the influence of drugs
Footballs	- Oval-shaped amphetamine sulfate tablets
Fresh and sweet	- Out of jail
Fuzz	- The police
Gage	- Marijuana
Ganga	- Marijuana
Gee-head	- Paregoric abuser
Geetis	- Money
Geezer	- A narcotic injection
Gimmicks	- The equipment for injecting drugs
Gold dust	- Cocaine
Goods	- Narcotics
Goofballs	- Barbiturates
Gow-head	- An opium addict
Grass	- Marijuana
Greenies	- Green, heart-shaped tablets of dextroamphetamine sulfate an
Griefo	- Marijuana
Gun	- A hypodermic needle
H	- Heroin
Hang-up	- A personal problem
Happy dust	- Cocaine
Hard stuff	- Morphine, cocaine or heroin
Harry	- Heroin
Hash	- Hashish; marijuana
Hawk	- LSD
Hay	- Marijuana
Hearts	- Benzedrine or dexedrine (brands of amphetamine sulfate and Kline & French Laboratories) heart-shaped tablets
Heat	- The police
Hemp	- Marijuana
High	- Under the influence of drugs
Hit	- To purchase drugs, an arrest
Hocus	- A narcotic solution ready for injection
Hooked	- Addicted
Hophead	- Narcotic addict
Hopped up	- Under the influence of drugs
Horse	- Heroin

TEACHER INFORMATION (continued

er the influence of drugs
l-shaped amphetamine sulfate tablets
of jail
police
ijuana
ijuana
egoric abuser
ey
arcotic injection
equipment for injecting drugs
aine
cotics
biturates
opium addict
ijuana
een, heart-shaped tablets of dextroamphetamine sulfate and amobarbital
rijuana
hypodermic needle
roin
personal problem
caine
rphine, cocaine or heroin
roin
shish; marijuana
D
rijuana
nzedrine or dexedrine (brands of amphetamine sulfate and dextroamphetamine sulfate, Smith,
ine & French Laboratories) heart-shaped tablets
e police
rijuana
der the influence of drugs
purchase drugs, an arrest
narcotic solution ready for injection
dicted
rcotic addict
der the influence of drugs
roin

Hot	- Wanted by police
Hot shot	- A fatal dosage
Hype	- Narcotic addict
Ice cream habit	- A small, irregular drug habit
Job	- To inject drugs
Jive	- Marijuana
Joint	- A marijuana cigarette
Joy-pop	- To inject small amounts of drugs irregularly
Joy powder	- Heroin
Junk	- Narcotics
Junkie	- A narcotic addict
Kick	- To abandon the drug habit
Kif	- Marijuana in North Africa
L.A. Turnabouts	- Amphetamines
Layout	- The equipment for injecting drugs
Lipton tea	- Poor quality narcotics
Lit up	- Under the influence of drugs
Locoweed	- Marijuana
M	- Morphine
Machinery	- Equipment for injecting drugs
Mainline	- To inject drugs directly into a vein
Make a buy	- To purchase drugs
Make a meet	- To purchase drugs
Man	- The police
Manicure	- High -grade marijuana (i.e., no seeds or stems)
Mary Jane	- Marijuana
Mellow yellow	- Banana peel
Meth	- Methamphetamine, usually injected for rapid result
Mezz	- Marijuana
Mickey Finn	- Chloral hydrate
Miss Emma	- Morphine
Mojo	- Narcotics
Monkey	- A drug habit where physical dependence is present
Mor a grifa	- Marijuana
Mutah	- Marijuana

Needle	- Hypodermic syringe
Nickel bag	- A five dollar purchase of narcotics
Nimby	- Nembutal (brand of pentobarbital, Abbott Laboratories) caps
Off	- Withdrawn from drugs
On a trip	- Under the influence of LSD or other hallucinogens
On the nod	- Under the influence of drugs
On the street	- Out of jail
Oranges	- Dexedrine (brand of dextroamphetamine sulfate, Smith, Kline
Paper	- A prescription or packet of narcotics
Peaches	- Benzedrine (brand of amphetamine sulfate, Smith Kline & Fre
Peanuts	- Barbiturates
P.G. or P.O.	- Paregoric
Pep pills	- Stimulants
Piece	- A container of drugs
Pinks	- Seconal (brand of secobarbital, Eli Lilly and Company) caps
Plant	- Cache of narcotics
Pop	- To inject drugs
Pot	- Marijuana
Purple hearts	- Luminal
Quill	- A folded matchbox cover from which narcotics are sniffed th
Rainbows	- Tuinal (brand of amobarbital sodium and secobarbital sodiu
Reader	- A prescription
Red birds	- Seconal
Red devils	- Seconal (brand of secobarbital, Eli Lilly and Company) caps
Reefer	- A marijuana cigarette
Roach	- The butt of a marijuana cigarette
Rope	- Marijuana
Roses	- Benzedrine (brand of amphetamine sulfate, Smith, Kline & Fr
Sam	- Federal narcotic agents
Satch cotton	- Cotton used to strain narcotics before injection
Scat	- Heroin
Score	- To purchase drugs
Seggy	- Seconal (brand of secobarbital, Eli Lilly and Company) caps
Shooting gallery	- A place where narcotic addicts inject drugs
Shoot up	- To inject drugs
Slammed	- In jail

TEACHER INFORMATION (continued)

syringe
ar purchase of narcotics
rand of pentobarbital, Abbott Laboratories) capsules
rom drugs
nfluence of LSD or other hallucinogens
nfluence of drugs

brand of dextroamphetamine sulfate, Smith, Kline & French Laboratories) tablets
ion or packet of narcotics
(brand of amphetamine sulfate, Smith Kline & French Laboratories) tablets
s

of drugs
and of secobarbital, Eli Lilly and Company) capsules
rcotics
rugs

tchbox cover from which narcotics are sniffed through the nose
nd of amobarbital sodium and secobarbital sodium, Eli Lilly and Company) capsules
ion

and of secobarbital, Eli Lilly and Company) capsules
cigarette
a marijuana cigarette

(brand of amphetamine sulfate, Smith, Kline & French Laboratories) tablets
rcotic agents
to strain narcotics before injection

drugs
rand of secobarbital, Eli Lilly and Company) capsules
re narcotic addicts inject drugs
rugs

Smack	- Heroin
Sniff	- To sniff narcotics (usually heroin or cocaine) through the nose
Snow	- Cocaine
Speed	- Methamphetamine, usually injected for rapid result
Speedball	- An injection which combines a stimulant and depressant - often coc heroin
Spike	- The needle used for injecting drugs
Square	- A non-addict
Stash	- A cache of narcotics
Stick	- A marijuana cigarette
STP	- A highly potent hallucinogen
Stuff	- Narcotics
Sugar	- Powdered narcotics
Sugar cube	- LSD
Texas tea	- Marijuana
Thoroughbred	- A high-type hustler who sells pure narcotics
Tooies	- Tuinal (brand of amobarbital sodium and secobarbital sodium, Eli
Trip, tripping	- Being "high" on hallucinogens, particularly LSD
Truck drivers	- Amphetamines
Turkey	- A capsule purported to be narcotic but filled with a non-narcotic
Turned off	- Withdrawn from drugs
Turned on	- Under the influence of drugs
Uncle	- Federal narcotic agent
Ups	- Stimulants
Wake-ups	- Amphetamine
Washed up	- Withdrawn from drugs
Wasted	- Under the influence of drugs
Weed	- Marijuana
Weed-head	- Marijuana user
Weekend habit	- A small, irregular drug habit
Whiskers	- Federal narcotic agents
Whites	- Amphetamine sulfate tablets
White stuff	- Morphine
Works	- The equipment for injecting drugs
Yellow-jackets	- Nembutal (brand of pentobarbital, Abbott Laboratories) capsules (

TEACHER INFORMATION (continued)

arcotics (usually heroin or cocaine) through the nose

amine, usually injected for rapid result
on which combines a stimulant and depressant - often cocaine mixed with morphine or

used for injecting drugs
ct
narcotics
a cigarette
otent hallucinogen

arcotics

e hustler who sells pure narcotics
and of amobarbital sodium and secobarbital sodium, Eli Lilly and Company) capsules
h" on hallucinogens, particularly LSD
es
purported to be narcotic but filled with a non-narcotic substance
from drugs
influence of drugs
arcotic agent
s
ne
from drugs
influence of drugs

user
irregular drug habit
arcotic agents
ne sulfate tablets

ment for injecting drugs
(brand of pentobarbital, Abbott Laboratories) capsules (solid yellow)

TEACHER INFORMATION (contin

Controllers of Illegal Drug Distributio

A. Bureau of Narcotics and Dangerous Drugs

1. Enforcement

   a. Major responsibility
   b. Six hundred agents scattered throughout the United States
   c. Twelve posts of duty in three overseas districts with nineteen ag Work with authorities in host country to locate and seize illicit for the United States.

2. Training (state, federal, and local agents)
3. Education

   a. Institutes to educate police officers to drug identification, pha know social and psychological patterns of drug abuse
   b. Speeches by field agents
   c. Make films and pamphlets on drug education
   d. Conferences dealing with drug information

4. Scientific Research

   a. Issue permits for the importation of crude narcotics, and for lim drugs, natural or synthetic, in terms of the needs of the country

B. Bureau of customs

1. Responsible for prohibiting the illegal entry of contraband drugs int
2. Agents at sea and land ports of entry into this country, empowered b individuals and their goods

   a. Custom port investigators
   b. Custom enforcement officers

      1) Conduct vessel and aircraft searches
      2) Perform uniformed patrol

Controllers of Illegal Drug Distribution

Dangerous Drugs

ility
nts scattered throughout the United States
duty in three overseas districts with nineteen agents to the three posts (1966).
rities in host country to locate and seize illicit narcotic supplies destined
States.

deral, and local agents)

ducate police officers to drug identification, pharmacology, investigation technique, and
psychological patterns of drug abuse
ld agents
pamphlets on drug education
aling with drug information

n

or the importation of crude narcotics, and for limiting the manufacture of narcotic
or synthetic, in terms of the needs of the country

hibiting the illegal entry of contraband drugs into the United States
and ports of entry into this country, empowered by treaty to make searches of
ir goods

vestigators
ent officers

ssel and aircraft searches
formed patrol

3) Plain clothes assignments
4) Surveillances at airport, pier, and border crossing points.

c. Custom agents (criminal investigators.)

C. FDA

1. Responsible for implementing the provisions of the federal Food, Drug
amendments.

D. State enforcement

1. In all states and localities there are over 1,000 persons engaged in
2. Forty-four states have developed plans for the control of all drugs.
the Federal laws and are designed to suppress the trafficking of the

E. Primary objective to control drugs

1. To reach the highest possible sources of drug supply and to seize th
illicit drugs before use.

a. Undercover investigation - assume identity to make a "buy" as evi
b. Use of enforcement - getting information from those facing - or n

F. Non-enforcement personnel who aid drug control

1. Examiners of merchandise
2. Verifiers of merchandise
3. Appraisers of merchandise
4. Inspectors of persons and vehicles and their effects arriving from ab

G. FBI gives the Bureau of Narcotics and Dangerous Drugs (state, local, fed

H. Problems of enforcement

1. How the contraband is concealed
2. Population (for example: 1965 more than 180 million persons and 53 mi
in the United States.)

TEACHER INFORMATION (continued)

es assignments
es at airport, pier, and border crossing points.

(criminal investigators.)

lementing the provisions of the federal Food, Drug, and Cosmetic Act and its various

ocalities there are over 1,000 persons engaged in narcotic enforcement
ave developed plans for the control of all drugs. Most of the state laws parallel
nd are designed to suppress the trafficking of these drugs.

ontrol drugs

st possible sources of drug supply and to seize the greatest possible quantity of
re use.

estigation - assume identity to make a "buy" as evidence
ment - getting information from those facing - or not facing - criminal charges.

nel who aid drug control

andise
andise
handise
ons and vehicles and their effects arriving from abroad.

f Narcotics and Dangerous Drugs (state, local, federal) assistance

t

is concealed
ample: 1965 more than 180 million persons and 53 million vehicles and trains arrived
es.)

International Control

A. United Nations

  1. Permanent Central Opium Board and Drug Supervisory Body

    a. Studies of legitimate needs for narcotics
    b. Treaties made to encourage production and distribution quotas limited

  2. Commission on Narcotic Drugs

    a. Supervisory and policy making body
    b. Surveys activity in all countries
    c. Recommends improved control measures
    d. Appeals for public support

  3. World Health Organization

    a. Disseminates information on drugs and their control
    b. Disseminates internationally agreed upon medical and health standards

  4. Division of Narcotic Drugs

    a. Part of the U.N. Secretariat
    b. Implement treaties
    c. Plan more effective measures
    d. Handle scientific research

B. Interpol

  1. International Criminal Police Organization
  2. Can not enforce any laws against narcotic traffic
  3. Acts as clearing house for information about crimes and criminals

C. Problems of international control

  1. Countries producing opium plants have inadequate laws or poorly enforced

TEACHER INFORMATION (continued)

International Control

rd and Drug Supervisory Body

eeds for narcotics
age production and distribution quotas limited to those needs.

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countries
trol measures
ort

n on drugs and their control
nally agreed upon medical and health standards

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ce Organization
ainst narcotic traffic
information about crimes and criminals

ol

lants have inadequate laws or poorly enforced laws against selling or using narcotics.

2. In some lands opium smoking and eating is tolerated.
3. Opium produced is four times that needed for legitimate medicinal and researc

Laws

A. Sources of law

1. International treaties and agreements
2. Laws of the federal government
3. State laws
4. City and local laws

B. Federal laws

1. Harrison Narcotic Act (1914) is a tax measure designed to control the importa preparation, purchase, sale, distribution, or gift of opium and its derivativ and payment of an occupational tax of all who deal in these substances. The to registrants using official order forms, allowing exceptions only for legit practice.

   Illegal transfer or sale:

   a. First offense--not less than 5 years or more than 20 years imprisonment;
   b. Second offense and subsequent offenses--not less than 10 or more than 40 $20,000 may be levied

   The following offenses may not be suspended or probations granted. A person under eighteen years of age is refused parole and probation, and can be sente death.

   Illegal possession:

   a. First offense--not less than 2 or more than 10 years imprisonment, plus
   b. Second offense--not less than 5 or more than 20 years imprisonment.
   c. Third or subsequent offense--not less than 10 or more than 40 years impr sentences cannot be suspended or parole granted.

TEACHER INFORMATION (continued)

and eating is tolerated.
s that needed for legitimate medicinal and research purposes

Laws

agreements
ment

4) is a tax measure designed to control the importation, manufacture, production,
e, distribution, or gift of opium and its derivatives. It requires a registration
onal tax of all who deal in these substances. The act limits sales or transfers
ial order forms, allowing exceptions only for legitimate medical or dental

s than 5 years or more than 20 years imprisonment; fine up to $20,000 may be levied
sequent offenses--not less than 10 or more than 40 years imprisonment; fine up to

not be suspended or probations granted. A person who sells narcotics to someone
e is refused parole and probation, and can be sentenced to life imprisonment or to

ss than 2 or more than 10 years imprisonment, plus possible fine of up to $20,000.
ess than 5 or more than 20 years imprisonment.
ffense--not less than 10 or more than 40 years imprisonment. After first offense,
ispended or parole granted.

2. The Narcotic Drugs Import and Export Act (1922) is a reenactment and the importation of crude opium and coca leaves to amounts necessary f prohibits the importation of opium for smoking or for the manufacture

3. Marihuana Tax Act (1937) is similar to the Harrison Act. The same ex practice, but these are academic today because there is no medical us use of marijuana in this country.

4. Opium Poppy Control Act (1942) prohibits the production of the opium under license and provides penalties for persons who violate this act

5. Boggs Act (1951) mandatory-sentence act for illegal possession or sal suspension of sentences or the granting of probation or parole.

   a. For possession:

      First offense 2 - 5 year range
      Second offense 5 - 10 years
      Third offense 10 - 20 years

6. Narcotic Control Act (1956)

   a. Maintained penalties for possession as in the previous Act.
   b. Increased maximum third conviction to forty years.
   c. Sale or transfer definite sentence

      1) First offense 2 - 10 year range
      2) Second offense 5 - 20 year range
      3) Third and subsequent offense, 10 - 40 years

   d. All without parole.
   e. Sale of heroin to minors (under eighteen)

      1) Authorized by federal courts
      2) Ten years to life sentence
      3) Optional fine up to $20,000
      4) Federal juries may impose death sentence

TEACHER INFORMATION (continued)

ıd Export Act (1922) is a reenactment and revision of an earlier law. It limits
ium and coca leaves to amounts necessary for medical and scientific needs. It
opium for smoking or for the manufacture of heroin.

similar to the Harrison Act. The same exceptions are allowable for medical
demic today because there is no medical use of marijuana. It suppresses the
untry.

42) prohibits the production of the opium poppy in the United States, except
penalties for persons who violate this act.

sentence act for illegal possession or sale of narcotic drugs and limits the
the granting of probation or parole.

First offense 2 - 5 year range
Second offense 5 - 10 years
Third offense 10 - 20 years

or possession as in the previous Act.
conviction to forty years.
ite sentence

10 year range
20 year range
nt offense, 10 - 40 years

ors (under eighteen)

ral courts
sentence
o $20,000
impose death sentence

TEACHER INFORMATION (continued)

f. Customs and Narcotic Bureau officers allowed to make arrests without a warra

7. Narcotic Hospital Law provided the establishment of two hospitals, one in Fort W
at Lexington, Kentucky.
8. Narcotics Information Act provides rewards to individuals who give information t
violations in the illegal trafficking of drugs.
9. Narcotics Transportation Act prohibits the use of communication facilities in ar
There is a two year penalty and such vehicle or vessels may be confiscated.
10. The Narcotic Manufacturing Act (1960) provides a system of licensing and quotas
drug manufacturers. The manufacturer must be properly registered, hold a licens
a specific class of drugs.
11. The Federal Pure Food, Drug and Cosmetic Act (1961)

    a. Insure safety of drugs that reach the public
    b. Laws administered by the FDA
    c. Information to be on all containers of new drugs

        1) Name of drug (generic)
        2) Description
        3) Actions
        4) Indications
        5) Adverse reactions
        6) Contraindications
        7) Warnings
        8) Precautions
        9) Dosages and method of administration

12. Drug Abuse Control Amendments of 1965 are from the Federal Food, Drug and Cosmet
apply to depressant and stimulant drugs, other than the narcotics, and to drugs
potential for abuse because of their depressant, stimulant or hallucinogenic eff
detection and elimination of illegal drug distribution but does not provide cri
user. It is felt that through proper treatment, physical and psychological, the
rehabilitated and returned to society. There are specific penalties for illegal
possession of dangerous drugs.

The amendments are:

a. All manufacturers and wholesalers who produce, compound or sell amphetamines
with a similar effect on the central nervous system) must register with the

TEADHER INFORMATION (continued)

ı officers allowed to make arrests without a warrant

the establishment of two hospitals, one in Fort Worth, Texas, and the other

ides rewards to individuals who give information to authorities of Customs
ficking of drugs.
rohibits the use of communication facilities in arranging traffic in narcotics.
d such vehicle or vessels may be confiscated.
(1960) provides a system of licensing and quotas for medicinal narcotic
acturer must be properly registered, hold a license, and is assigned a quota for

d Cosmetic Act (1961)

t reach the public
DA
ontainers of new drugs

administration

of 1965 are from the Federal Food, Drug and Cosmetic Act. These amendments
lant drugs, other than the narcotics, and to drugs which are determined to have
f their depressant, stimulant or hallucinogenic effect on man. The law is for
illegal drug distribution but does not provide criminal sanctions against the
h proper treatment, physical and psychological, the drug user can be
society. There are specific penalties for illegal transfer, sale, and
.

lesalers who produce, compound or sell amphetamines and barbiturates (and other drugs
the central nervous system) must register with the Food and Drug Administration.

   b. Manufacturers, wholesalers, retailers, and physicians must keep re
      three years.
   c. Who may sell or possess is clearly stated
   d. Penalties are increased for the sale of illegal drugs to minors.
   e. FDA may carry firearms and enforcement powers related to search, s
   f. FDA is given expanded authority to combat drug counterfeiting.
   g. Prescription for a stimulant or depressant drug under control is v
      that time, is limited to five (5) refills

Those benefiting financially from the illicit use of dangerous drugs are d
the Act. Legal penalties are:

   a. Each delivery, with or without payment, is a separate offense with
      year in prison.
   b. After prior conviction, the maximum penalty for illegal delivery i
   c. First offense--all persons over 18 who sell or give barbiturates t
      not more than two (2) years or fined not more than $5,000 or both.
   d. Second offense--six (6) years imprisonment and maximum fine of $15

13. Narcotic Addict Rehabilitation Act of 1966

   a. An addict charged with a non-violent Federal offense who elects to
      of prosecuted for his crime can be committed to the Surgeon Genera
      examination, treatment, and rehabilitation.
   b. An addict already convicted of a crime can be committed to the Att
      no more than 10 years, or for the maximum period of sentence that
   c. An addict not charged with an offense can be civilly committed to
      his own application, or that of a relative or another "related ind
   d. The Act (NARA) is administered by the National Institute of Mental
      Education and Welfare, and by the Department of Justice.

C. State and local laws

   1. Uniform Narcotics Drug Act

      a. Standard draft for state law
      b. Adopted in 46 states

TEACHER INFORMATION (continued)

etailers, and physicians must keep records of purchases and disposition for

early stated
he sale of illegal drugs to minors.
forcement powers related to search, seizure, and arrest are expanded.
ty to combat drug counterfeiting.
or depressant drug under control is valid for six (6) months and during
(5) refills

illicit use of dangerous drugs are dealt with under the criminal section of

t payment, is a separate offense with a maximum penalty of $1,000 and one (1)

aximum penalty for illegal delivery is $10,000 and/or three (3) years in prison.
er 18 who sell or give barbiturates to anyone under 21 may be imprisoned for
r fined not more than $5,000 or both.
imprisonment and maximum fine of $15,000, and/or both

t of 1966

-violent Federal offense who elects to be committed for treatment instead
an be committed to the Surgeon General of the Public Health Service for
rehabilitation.
of a crime can be committed to the Attorney General for a treatment period of
the maximum period of sentence that could be imposed for his conviction.
offense can be civilly committed to the Surgeon General for treatment upon
of a relative or another "related individual."
ed by the National Institute of Mental Health, U.S. Department of Health,
the Department of Justice.

c. States having own laws

   1) California
   2) Massachusetts
   3) Pennsylvania
   4) New Hampshire

2. Most of the state laws parallel the Federal laws and are designed to supp
   A person violating these laws may be punished under both Federal and stat

3. Under recent community mental health legislation, States and communities
   National Institute of Mental Health grants for specialized training progr
   and operation of new addiction treatment facilities on a joint Federal-St
4. The laws concerning the control of dangerous drugs are not uniform. Most
   and requirement that records of receipt and delivery be kept for several

Penalties for violation of state dangerous drugs are less than for narcotic v
misdemeanor. Sometimes the maximum penalty is a fine as low as $100. It is
needs to be established.

TEACHER INFORMATION (continued)

el the Federal laws and are designed to suppress the trafficking of these drugs.
may be punished under both Federal and state laws.

health legislation, States and communities can receive Federal support through
Health grants for specialized training programs, and for construction, staffing,
n treatment facilities on a joint Federal-State basis.
ol of dangerous drugs are not uniform. Most states have illegal possession features
of receipt and delivery be kept for several years.

dangerous drugs are less than for narcotic violation. In many states violation is a
num penalty is a fine as low as $100. It is generally felt that a uniform act

LAWS GOVERNING DRUGS: DRUG ABUSE AMENDMENTS

The Drug Abuse Amendments were passed in 1965. They became effective Februar
because of the national concern of the drug abuse of depressants, stimulants,

The Bureau of Drug Abuse Control has been organized as part of the Food and D
nine field offices to carry out provisions of the law. Three hundred traine

1. Seizing illegal supplies of controlled drugs
2. Serving warrants
3. Arresting persons illegally manufacturing drugs
4. Trading illegally
5. Handling dangerous drugs

Two methods are used to curb drug abuse:

1. Records of supplies and sales must be kept by all lega
   as dangerous. The following must take an inventory an
   sales and must also make records available to FDA agen

   Registered manufacturers
   Processors and their suppliers
   Wholesale druggists
   Pharmacies
   Hospitals
   Clinics
   Public Health agencies
   Research laboratories

2. Punishment of persons supplying illegal drugs

The law is for detection and elimination of illegal drug distribution but do
against the user. It is felt that through proper treatment, physical and ps
rehabilitated and returned to his place in society.

Specific penalties for illegal transfer, sale, and possession may be found o

TEACHER INFORMATION (continued)

LAWS GOVERNING DRUGS: DRUG ABUSE AMENDMENTS - 1965

assed in 1965. They became effective February 1, 1966. They were passed of the drug abuse of depressants, stimulants, and hallucinogens.

has been organized as part of the Food and Drug Administration. There are provisions of the law. Three hundred trained agents have the job of:

legal supplies of controlled drugs
rrants
persons illegally manufacturing drugs
legally
angerous drugs

g abuse:

supplies and sales must be kept by all legal handlers of drugs designated us. The following must take an inventory and keep records of receipts and must also make records available to FDA agents:

- Registered manufacturers
- Processors and their suppliers
- Wholesale druggists
- Pharmacies
- Hospitals
- Clinics
- Public Health agencies
- Research laboratories

of persons supplying illegal drugs

imination of illegal drug distribution but does not provide criminal sanctions hat through proper treatment, physical and psychological, the drug user can be is place in society.

ransfer, sale, and possession may be found on next page.

FEDERAL

Drug Abuse Control Amendments of 1965

1. All manufacturers and wholesalers who produce, compound, or sell amphetam drugs with a similar effect on the central nervous system) must regis Administration.
2. Manufacturers, wholesalers, retailers, and physicians must keep records o for three years.
3. Who may sell or possess is clearly stated
4. Penalties are increased for sale of illegal drugs to minors.
5. Food and Drug Administration may carry firearms and enforcement powers re arrest are expanded.
6. Food and Drug Administration authority to combat drug counterfeiting is e
7. Prescription for a stimulant or depressant drug under control is valid fo that time, is limited to five (5) refills.

The aim of these provisions is to curb illegal abuse--not to restrict legitimate me

Those benefiting financially from the illicit use of dangerous drugs are dealt wit of the Act. Legal penalties are as follows:

1. Each delivery, with or without payment, is a separate offense with a max year in prison.
2. After prior conviction, the maximum penalty for illegal delivery is $10, prison.
3. First offense--all persons over 18 who sell or give barbiturates to any for not more than two (2) years or fined not more than $5,000 or both.
4. Second offense--six (6) years imprisonment and maximum fine of $15,000 a

TEACHER INFORMATION (continued)

of 1965

nd wholesalers who produce, compound, or sell amphetamines and barbiturates (and other
r effect on the central nervous system) must register with the Food and Drug

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d.

istration authority to combat drug counterfeiting is expanded

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ted to five (5) refills.

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from the illicit use of dangerous drugs are dealt with under the criminal section
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persons over 18 who sell or give barbiturates to anyone under 21 may be imprisoned
two (2) years or fined not more than $5,000 or both.

x (6) years imprisonment and maximum fine of $15,000 and/or both.

STATE

Laws are not uniform. Most have illegal possession features and requ
delivery be kept for several years. Penalties for violation of state
narcotic violation.

In many states violation is a misdemeanor. Sometimes, the maximum pe
generally felt that a uniform act needs to be established.

TEACHER INFORMATION (continued)

have illegal possession features and requirement that records of receipt and
years. Penalties for violation of state dangerous drugs are less than for

a misdemeanor. Sometimes, the maximum penalty is a fine as low as $100. It is
rm act needs to be established.

LAWS GOVERNING DRUGS: NARCOTICS

LEGAL AND MEDICAL DRUG DEFINITIONS DIFFER. A DRUG IS LEGALLY TREATED AS A NARCOTIC OR ADDICTION SUSTAINING LIABILITY. THESE DRUGS ARE LEGALLY TREATED AS NARCOTIC.

1. Opium and its derivatives--morphine, heroine, cocaine, etc.
2. Coca leaves (medically--a stimulant)
3. Cannabis, marijuana, and chemically related substances (medically--a
4. Synthetic narcotics--meperidine (isonipecaine)

FEDERAL

Harrison Act of 1914

Narcotics are under the control of the Bureau of Narcotics (a branch of the T is assisted by Customs Officers and the Coast Guard. Important features of n

1. Registration of those dealing in narcotics
2. Special taxes are levied
3. Special order forms and record-keeping provisions must be maintained
4. There are prohibitions and penalties for illegal possession and traff

Not all narcotic preparations are treated alike. "Exempt narcotics" may be s prescription; however, records must be kept and persons must sign for the nar are for cough syrups.

Narcotic law penalties:

Illegal transfer or sale:

1. First offense--not less than five (5) years or more than twenty (to $20,000 may be levied.

TEACHER INFORMATION (continued)

LAWS GOVERNING DRUGS: NARCOTICS

NS DIFFER. A DRUG IS LEGALLY TREATED AS A NARCOTIC IF IT HAS AN ADDICTION FORMING Y. THESE DRUGS ARE LEGALLY TREATED AS NARCOTIC.

vatives--morphine, heroine, cocaine, etc.

ally--a stimulant)

a, and chemically related substances (medically--a hallucinogen)

s--meperidine (isonipecaine)

ntrol of the Bureau of Narcotics (a branch of the Treasury Department.) The Bureau ficers and the Coast Guard. Important features of narcotic laws and regulation are:

hose dealing in narcotics

levied

ns and record-keeping provisions must be maintained

tions and penalties for illegal possession and trafficking in these drugs.

ions are treated alike. "Exempt narcotics" may be sold without a doctor's cords must be kept and persons must sign for the narcotic. Most exempt narcotics

ale:

--not less than five (5) years or more than twenty (20) years imprisonment; fine up y be levied.

2. Second or subsequent offense--not less than ten (10) or more than fine up to $20,000 may be levied.

The foregoing sentences may not be suspended or probations granted. A person under 18 years of age is refused parole and probation, and can be sentenced t

Illegal possession:

1. First offense--not less than two (2) or more than ten (10) years fine of up to $20,000.

2. Second offense--not less than five (5) or more than twenty (20) y

3. Third or subsequent--not less than ten (10) or more than forty (4 first offense, sentences cannot be suspended or parole granted.

STATE

Most states follow the Uniform Narcotic Drug Act which follows Federal law.

EDUCATIONAL AGENCIES

The United National Commissions on Narcotics is working to control for medica of opium by having it sold by the producing nations to a single company which are required.

Medical associations are working to control the distribution of narcotics.

TREATMENT AGENCIES

To receive treatment a patient must fully cooperate; 4½ months minimum must b hospitals are located in Lexington, Kentucky (men and girls), in Fort Worth, New York, and in Chicago, Illinois.

TEACHER INFORMATION (continued)

ent offense--not less than ten (10) or more than forty (40) years imprisonment;
0 may be levied.

ot be suspended or probations granted. A person who sells narcotics to someone
sed parole and probation, and can be sentenced to life imprisonment or death.

t less than two (2) or more than ten (10) years imprisonment plus a possible
,000.

ot less than five (5) or more than twenty (20) years imprisonment.

nt--not less than ten (10) or more than forty (40) years imprisonment. After
ntences cannot be suspended or parole granted.

m Narcotic Drug Act which follows Federal law. Some states have variations.

ns on Narcotics is working to control for medical use the world-wide production
the producing nations to a single company which would distribute it as needs

ing to control the distribution of narcotics.

t must fully cooperate; 4½ months minimum must be spent in the hospital;
ngton, Kentucky (men and girls), in Fort Worth, Texas (men), in California,
inois.

X. MONTANA STATE LAW

UNITED STATES OF AMERICA,) ss.
State of Montana)

I, FRANK MURRAY, Secretary of State of the State of Montana, do hereby ce
a true and correct copy of House Bill No. 453, Chapter No. 314, Montana Session Laws
Forty-first Session of the Legislative Assembly of the State of Montana, approved by
of said State, on the eleventh day of March, 1969, and effective on the eleventh day

IN TESTIMONY WHEREOF, I ha
affixed the Great Seal of

Done at the City of Helena
this twelfth day of March,

/S/ Frank Murray
Frank M
Secreta

. . . .

CHAPTER NO. 314
MONTANA SESSION LAWS 1969
HOUSE BILL NO. 453

AN ACT PROVIDING FOR REGULATION OF THE POSSESSION AND SALE OF DANGEROUS DRUGS IN THE
DANGEROUS DRUGS TO INCLUDE DEPRESSANT, STIMULANT, HALLUCINOGENIC AND NARCOTIC DRUGS A
AND PHRASES IN CONNECTION THEREWITH: DEFINING WHO MAY LAWFULLY SELL AND POSSESS DANGE
THE FRAUDULENT OBTAINING OF DANGEROUS DRUGS OR THE ALTERATION OF LABELS: PROVIDING FO
UNLAWFUL SALE AND POSSESSION: PROVIDING FOR THE STATE BOARD OF PHARMACY TO REGULATE,
AND DESIGNATE OTHER DANGEROUS DRUGS AFTER PROPER NOTICE AND HEARING: AMENDING SECTION
TO EXCLUDE TRIAL JURISDICTION IN THE JUSTICES' COURTS IN CASES COMMENCED UNDER THIS A
27-724, 27-725, 54-101 THROUGH 54-128 INCLUSIVE, 94-35-123, 94-35-148, 94-35-199, R.C

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF MONTANA:

X. MONTANA STATE LAW

s.

etary of State of the State of Montana, do hereby certify that the following is
Bill No. 453, Chapter No. 314, Montana Session Laws of 1969, enacted by the
ative Assembly of the State of Montana, approved by Forrest H. Anderson, Governor
y of March, 1969, and effective on the eleventh day of March, 1969.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed the Great Seal of said State.

Done at the City of Helena, the Capitol of said State, this twelfth day of March, 1969.

/S/ Frank Murray

Frank Murray
Secretary of State

. . . .

CHAPTER NO. 314
MONTANA SESSION LAWS 1969
HOUSE BILL NO. 453

OF THE POSSESSION AND SALE OF DANGEROUS DRUGS IN THE STATE OF MONTANA: DEFINING
SSANT, STIMULANT, HALLUCINOGENIC AND NARCOTIC DRUGS AND DEFINING CERTAIN WORDS
ITH: DEFINING WHO MAY LAWFULLY SELL AND POSSESS DANGEROUS DRUGS: PROVIDING FOR
EROUS DRUGS OR THE ALTERATION OF LABELS: PROVIDING FOR THE ENFORCEMENT OF
OVIDING FOR THE STATE BOARD OF PHARMACY TO REGULATE, LICENSE AND SUPERVISE,
UGS AFTER PROPER NOTICE AND HEARING: AMENDING SECTION 95-302, R.C.M. 1947,
THE JUSTICES' COURTS IN CASES COMMENCED UNDER THIS ACT: REPEALING SECTIONS
4-128 INCLUSIVE, 94-35-123, 94-35-148, 94-35-199, R.C.M. 1947.

ASSEMBLY OF THE STATE OF MONTANA:

Section 1. Definition of terms. (a) "Person" includes an individual, par association, trust or other institution or entity.

(b) "Drug" means articles recognized in the official United States Pharmac Pharmacopoeia of the United States, or official National Formulary, or any suppl

(c) "Depressant drugs" include: Amobarbital, secobarbital, pentobarbital, acid, glutethimide, meprobamate, chloral hydrate, paraldehyde, ethclorvynol, an derivative, compound, or preparation containing any of the above listed drugs.

(d) "Stimulant drugs" include: Amphetamine, dextroamphetamine, mephenter phenemetrazine, or any product, derivative, or compound or preparation of the a

(e) "Hallucinogenic drugs" include: Marihuana, lysergic acid diethylamid methyltryptamine, peyote, and mescaline or any product, derivative, compound, o listed drugs.

(f) "Narcotic drugs" include: Opium, morphine, heroin, codeine, ethylmor isonipicaine, methadone, and cocaine or any product, derivative, compound, or pre drugs.

(g) "Dangerous drug" means any depressant, stimulant, hallucinogenic, or

(h) The terms "manufacture, preparation, cultivation, compounding or proc repackaging or otherwise changing the container, wrapper, or labeling of any dr the distribution of the drug from the original place of manufacture to the pers or sale to the ultimate consumer.

(i) The term "warehousing" means the receipt and storage of goods for com or sale to the ultimate consumer.

(j) The term "wholesaling, jobbing or distribution" means the selling or is not the ultimate user or consumer of such drug.

(k) "Sell" means to sell, exchange, give, or dispose of to another, or to

MONTANA STATE LAW (continued)

rms. (a) "Person" includes an individual, partnership, corporation, tution or entity.

ecognized in the official United States Pharmacopoeia, official Homopathic s, or official National Formulary, or any supplement to any of them.

ude: Amobarbital, secobarbital, pentobarbital, phenobarbital, barbituric chloral hydrate, paraldehyde, ethclorvynol, and ethinamate, or any product, ion containing any of the above listed drugs.

de: Amphetamine, dextroamphetamine, mephentermine, methamphetamine, and erivative, or compound or preparation of the above listed drugs.

include: Marihuana, lysergic acid diethylamide, psilocybin, dimethyltryptamine, scaline or any product, derivative, compound, or preparation of the above

de: Opium, morphine, heroin, codeine, ethylmorphine, dihydromorphinone, aine or any product, derivative, compound, or preparation of the above listed

any depressant, stimulant, hallucinogenic, or narcotic drug.

, preparation, cultivation, compounding or processing" shall include g the container, wrapper, or labeling of any drug package in furtherance of m the original place of manufacture to the person who makes final delivery .

' means the receipt and storage of goods for compensation prior to final delivery .

, jobbing or distribution" means the selling or distribution to any person who umer of such drug.

exchange, give, or dispose of to another, or to offer or agree to do the same.

(l) "Practitioner" means a physician, dentist, veterinarian, podiatrist,
to prescribe drugs.

(m) "Manufacturer" means a person who by compounding, mixing, cultivatin
produces or prepares dangerous drugs, but does not include a pharmacist who co
sold or dispensed on prescriptions.

(n) Masculine words shall include the feminine and neuter and singular i

(o) The term "prescription" shall be given the meaning it has in R.C.M.

(p) This act may be cited as the "Montana Dangerous Drug Act."

Section 2. Authority of the state board of pharmacy to enact regulation
dangerous drugs.

(a) Registration and licensing. The state board of pharmacy is hereby
turers, and to license, regulate, and supervise the warehousing, wholesaling,
dispensing, and any other processing of all dangerous drugs, which is necess
of this act.

(b) Fees. The state board of pharmacy is hereby authorized to require
an amount to be fixed by the board, which fees shall not exceed one hundred d

(c) Dangerous drug designation. Any drug designated by the state board
because of its depressant, stimulant, hallucinogenic or narcotic effects, aft
tion as required by law, shall be added to the appropriate definitions of sec
section 1 for the purpose of the Montana Dangerous Drug Act.

(d) Penalties. Failure to register or be licensed as provided for shal
a fine not to exceed one thousand dollars ($1,000) or imprisonment in the cou
(1) year, or both.

MONTANA STATE LAW (continued)

ans a physician, dentist, veterinarian, podiatrist, or other person permitted by law

ans a person who by compounding, mixing, cultivating, growing, or other process,
ous drugs, but does not include a pharmacist who compounds dangerous drugs to be
iptions.

hall include the feminine and neuter and singular includes the plural.

iption" shall be given the meaning it has in R.C.M. 1947, Section 66-1502(n).

ited as the "Montana Dangerous Drug Act."

of the state board of pharmacy to enact regulations, impose fees and designate

licensing. The state board of pharmacy is hereby authorized to register manufac-
gulate, and supervise the warehousing, wholesaling, distributing, sale, purchase,
processing of all dangerous drugs, which is necessary to carry out the enforcement

board of pharmacy is hereby authorized to require registration and license fees in
he board, which fees shall not exceed one hundred dollars ($100) per year.

esignation. Any drug designated by the state board of pharmacy as a dangerous drug
, stimulant, hallucinogenic or narcotic effects, after notice, hearing, and publica-
shall be added to the appropriate definitions of section (c), (d), (e), or (f) of
of the Montana Dangerous Drug Act.

lure to register or be licensed as provided for shall be a misdemeanor punishable by
thousand dollars ($1,000) or imprisonment in the county jail for not to exceed one

Section 3. Dangerous drugs--persons and preparations exempt from the pr medicinal preparations are excepted from the designated criminal offenses of s when combined with therapeutically active or inactive non-narcotic ingredient

(a) A preparation which contains not more than 64.8 mg. (1 grain) of co one fluid ounce, or one avoirdupois ounce.

(b) Any preparation which contains cotarnine, nalorphine, narceine, nos quantity. These medicinal preparations must contain, in addition to the narc qualities and be administered, dispensed, and sold in good faith as a medicin this act.

(2) The following persons are excepted from the designated criminal off this act while acting in the ordinary and authorized course of their business **employment** or religious activity and whose activities in connection with dan specified in this section:

(a) Persons regularly engaged in manufacture, preparation, cultivation, are qualified in conformance with law, in preparing pharmaceutical chemicals distribution through branch outlets, wholesale druggists, or by direct shipme hospitals, clinics, public health agencies, long-term care facilities, or pra registered pharmacists upon prescriptions, or for use by or under the supervi (2) to laboratories or research or educational institutions for their use in analysis.

(b) Suppliers (otherwise qualified in conformance with law) of persons preparation, cultivation, compounding, and processing referred to in subsect

(c) Wholesale druggists who maintain establishments in conformance with in supplying prescription drugs (1) to pharmacies, or to hospitals, clinics, term care facilities, or practitioners, for dispensing by registered pharmaci use by or under the supervision of practitioners or (2) to laboratories or re for their use in research, teaching or clinical analysis.

(d) Registered pharmacists who are authorized to dispense dangerous dru

(e) Practitioners who prescribe or administer dangerous drugs.

MONTANA STATE LAW (continued)

drugs--persons and preparations exempt from the prohibition. (1) The following
excepted from the designated criminal offenses of sections 4 and 5 of this act
utically active or inactive non-narcotic ingredients:

ich contains not more than 64.8 mg. (1 grain) of codeine or any of its salts, per
oirdupois ounce.

which contains cotarnine, nalorphine, narceine, noscapine, papaverine in any
preparations must contain, in addition to the narcotic drug in it, other medicinal
red, dispensed, and sold in good faith as a medicine, not for the purpose of evading

rsons are excepted from the designated criminal offenses of sections 4 and 5 of
he ordinary and authorized course of their business, profession, occupation,
ctivity and whose activities in connection with dangerous drugs are solely as

y engaged in manufacture, preparation, cultivation, compounding, and processing who
ce with law, in preparing pharmaceutical chemicals or prescription drugs for
h outlets, wholesale druggists, or by direct shipment, (1) to pharmacies or to
health agencies, long-term care facilities, or practitioners, for dispensing by
n prescriptions, or for use by or under the supervision of practitioners, or
earch or educational institutions for their use in research, teaching or chemical

wise qualified in conformance with law) of persons regularly engaged in manufacture,
compounding, and processing referred to in subsection (a).

ists who maintain establishments in conformance with law and are regularly engaged
drugs (1) to pharmacies, or to hospitals, clinics, public health agencies, long-
ractitioners, for dispensing by registered pharmacists upon prescriptions, or for
vision of practitioners or (2) to laboratories or research or educational institutions
, teaching or clinical analysis.

acists who are authorized to dispense dangerous drugs.

o prescribe or administer dangerous drugs.

(f) Persons associated with a bona fide educational institution who use dan
teaching or chemical analysis and not for sale.

(g) A common on contract carrier or warehouseman, whose possession of any d
course of his business or employment as such.

(h) Officers and employees of the state, or a political subdivision of the
course of their official duties.

(i) An employee or agent of any person described in paragraph (a) through (
nurse or other medical technician under the supervision of a practitioner who adm
while such employee, nurse, or medical technician is acting in the course of his
not on his own account.

(j) A person to whom or for whose use any dangerous drug has been prescribe
authorized practitioner or pharmacist may lawfully possess such drug.

(k) Any bona fide religious organization incorporated under the laws of the
transporting, possession or using peyote (pellote) for religious sacramental pur

Nothing in this section shall be construed to prohibit or interfere with the
in good faith to prescribe or administer any dangerous drug to a patient for the
condition according to his needs and to medical practice. Addiction, dependence
drug shall be deemed a "disease or condition" and the prescription, administratio
dangerous drug to relieve conditions incident to such addiction or habitual use
a disease or condition."

Nothing in this act shall be construed to relieve any person from any requi
authority of Title 27, R.C.M. 1947.

Section 4. Criminal sale of dangerous drugs.

(a) A person commits the offense of a criminal sale of dangerous drugs if h
cultivates, compounds, or processes any dangerous drug as defined in this act and
exceptions of section 3.

MONTANA STATE LAW (continued)

ated with a bona fide educational institution who use dangerous drugs in research,
lysis and not for sale.

ntract carrier or warehouseman, whose possession of any dangerous drug is in the usual
r employment as such.

mployees of the state, or a political subdivision of the state, while acting in the
duties.

agent of any person described in paragraph (a) through (g) of this subsection, and
echnician under the supervision of a practitioner who administers dangerous drugs,
se, or medical technician is acting in the course of his employment or occupation and

hom or for whose use any dangerous drug has been prescribed, sold, or dispensed by an
or pharmacist may lawfully possess such drug.

religious organization incorporated under the laws of the state of Montana while
on or using peyote (pellote) for religious sacramental purposes.

ction shall be construed to prohibit or interfere with the discretion of a practitioner
ibe or administer any dangerous drug to a patient for the treatment of a disease or
his needs and to medical practice. Addiction, dependence or habitual use of a dangerous
"disease or condition" and the prescription, administration, or dispensation of a
ve conditions incident to such addiction or habitual use shall be deemed "treatment of
"

t shall be construed to relieve any person from any requirement prescribed by or under
R.C.M. 1947.

al sale of dangerous drugs.

its the offense of a criminal sale of dangerous drugs if he sells, manufactures, prepares,
or processes any dangerous drug as defined in this act and does not come within the
.

(b) A person convicted of criminal possession of dangerous drugs shall be imprisoned
the state prison not to exceed five (5) years. Any person of the age of 21 years or under
violation under this section shall be presumed to be entitled to a deferred imposition of

Section 6. Fraudulently obtaining dangerous drugs. A person commits the offense of
dangerous drugs if he obtains or attempts to obtain a dangerous drug by (a) fraud, deceit,
or subterfuge; (b) falsely assuming the title of, or representing himself to be a manufact
practitioner, pharmacist, owner of a pharmacy or other persons authorized to possess dange
use of a forged, altered, or fictitious prescription; (d) the use of a false name or false
a prescription or; (e) the concealment of a material fact.

Section 7. Altering labels on dangerous drugs. A person commits the offense of alte
dangerous drugs if he affixes a false, forged, or altered label to a package or receptacle
dangerous drug, or otherwise misrepresents the package containing a dangerous drug.

Section 8. Penalty for fraudulently obtaining dangerous drugs or altering the labels
A person convicted of fraudulently obtaining dangerous drugs or altering the labels on dan
imprisoned in the county jail for a term not to exceed six (6) months.

Section 9. Alternative sentencing authority. A person convicted of criminal possess
drugs, fraudulently obtaining dangerous drugs or altering labels on dangerous drugs, if he
excessive or habitual user of dangerous drugs either from the face of the record or by a p
gation, may in lieu of imprisonment, be committed to the custody of any institution for r
for not less than six (6) months nor more than two (2) years.

Section 10. Jurisdiction. The district court shall have exclusive trial jurisdictio
tions commenced under the Montana Dangerous Drug Act.

Section 11. Section 95-302(a) R.C.M. 1947, shall be amended to read as follows:

"95-302. Jurisdiction of the justice of the peace courts. The justices' courts have

(a) Jurisdiction of all misdemeanors punishable by a fine not exceeding five hundred
imprisonment not exceeding six (6) months, or both such fine and imprisonment; excluding j
commenced under the Montana Dangerous Drug Act except to act as examining and committing c
preliminary hearings as provided in subsection (c).

MONTANA STATE LAW (continued)

riminal possession of dangerous drugs shall be imprisoned by imprisonment in
ve (5) years. Any person of the age of 21 years or under convicted of a first
l be presumed to be entitled to a deferred imposition of sentence.

aining dangerous drugs. A person commits the offense of fraudulently obtaining
attempts to obtain a dangerous drug by (a) fraud, deceit, misrepresentation
ng the title of, or representing himself to be a manufacturer, wholesaler,
f a pharmacy or other persons authorized to possess dangerous drugs; (c) the
itious prescription; (d) the use of a false name or false address on
lment of a material fact.

on dangerous drugs. A person commits the offense of altering labels on
alse, forged, or altered label to a package or receptacle containing a
epresents the package containing a dangerous drug.

dulently obtaining dangerous drugs or altering the labels of dangerous drugs.
y obtaining dangerous drugs or altering the labels on dangerous drugs shall be
a term not to exceed six (6) months.

encing authority. A person convicted of criminal possession of dangerous
gerous drugs or altering labels on dangerous drugs, if he is shown to be an
gerous drugs either from the face of the record or by a pre-sentence investi-
nt, be committed to the custody of any institution for rehabilitative treatment
nor more than two (2) years.

The district court shall have exclusive trial jurisdiction over all prosecu-
Dangerous Drug Act.

a) R.C.M. 1947, shall be amended to read as follows:

e justice of the peace courts. The justices' courts have:

demeanors punishable by a fine not exceeding five hundred dollars ($500) or
) months, or both such fine and imprisonment; excluding jurisdiction in cases
rous Drug Act except to act as examining and committing courts and to conduct
in subsection (c).

(b) Concurrent jurisdiction, with district courts, of all misdemeano
exceeding fifteen hundred dollars ($1,500); and

(c) Jurisdiction to act as examining and committing courts and for s
hearings."

Section 12. The following power of the Montana state board of pharma
66-1504, R.C.M. 1947, and shall be cited as section 66-1504.1, R.C.M. 194

(a) The Montana state board of pharmacy shall have the power to desi
not now included under the present Montana Dangerous Drug Act as coming wi
after investigation finds such drug to have a potential for abuse because
inogenic or narcotic effect; (2) the appropriate federal drug authorities
drug because of its depressant, stimulant, hallucinogenic or narcotic effe
board may from time to time appoint a committee of experts to advise them
involved in determining whether a regulation should be proposed.

(b) Before any drug shall be designated as a dangerous drug the boa
of the hearing specifying the drug concerned shall be published at least
weeks in five (5) newspapers of general circulation throughout the state.

(c) The regulations of the board in designating a substance as a da
Dangerous Drug act shall be published in such manner to such extent as the
notify the public.

Section 13. If any section, subsection, sentence, clause, or phrase
unconstitutional, such decision shall not affect the validity of the remai

Section 14. Sections 27-724, 27-725, 54-101, 54-102, 54-103, 54-104
54-109, 54-110, 54-111, 54-112, 54-113, 54-114, 54-115, 54-116, 54-117, 54-
54-123, 54-124, 54-125, 54-126, 54-127, 54-128, 94-35-123, 94-35-148, 94-3
parts of acts in conflict herewith are hereby repealed.

Section 15. This act shall become effective immediately upon its pa

isdiction, with district courts, of all misdemeanors punishable by a fine only, not
d dollars ($1,500); and

to act as examining and committing courts and for such purpose to conduct preliminary

llowing power of the Montana state board of pharmacy shall be inserted following section
nd shall be cited as section 66-1504.1, R.C.M. 1947:

ate board of pharmacy shall have the power to designate by regulation any drug that is
he present Montana Dangerous Drug Act as coming within that act when: (1) the board
s such drug to have a potential for abuse because of its depressant, stimulant, halluc-
ect; (2) the appropriate federal drug authorities have promulgated regulations on such
essant, stimulant, hallucinogenic or narcotic effect or its potential for abuse. The
ime appoint a committee of experts to advise them with regard to any of the above matters
whether a regulation should be proposed.

ug shall be designated as a dangerous drug the board shall hold a public hearing. Notice
g the drug concerned shall be published at least once a week for three (3) consecutive
pers of general circulation throughout the state.

ns of the board in designating a substance as a dangerous drug coming within the Montana
be published in such manner to such extent as the board may deem necessary to adequately

y section, subsection, sentence, clause, or phrase of this act is for any reason held
ecision shall not affect the validity of the remaining portions of this act.

ons 27-724, 27-725, 54-101, 54-102, 54-103, 54-104, 54-105, 54-106, 54-107, 54-108,
54-112, 54-113, 54-114, 54-115, 54-116, 54-117, 54-118, 54-119, 54-120, 54-121, 54-122,
54-126, 54-127, 54-128, 94-35-123, 94-35-148, 94-35-199, R.C.M. 1947, and all acts and
herewith are hereby repealed.

ct shall become effective immediately upon its passage and approval.

XI. GLOSSARY

addict	refers to any person who habitually uses any habit-for by the Harrison Act of 1914; that is alkaloids of the hemp, and peyote in all its forms.
addiction	the classic term used to describe dependency on a drug by law enforcement officers rather than medical person have been identified: compulsion for a drug, tolerance dependence, and a danger to the individual and the peo
amphetamine	any of a group of compounds which exert a stimulating of the brain and the central nervous system.
antihistamine	a group of drugs developed in the last thirty years to such as asthma, hay fever, etc.
barbiturates	a highly addicting group of depressant drugs, varying anesthetics; although highly useful in medicine, they
counterfeit drugs	a product manufactured illegally in an attempt to defr a danger to the public in two ways: (1) there is no g or quality of the ingredients used; and (2) for those prescribed medicinal use, it is devoiding them of prop
dependence	this is a general term, in recent years preferred by p it is a state of psychic or physical need, or both, re a drug on a periodic or continual basis; it is usually drug, that is, drug specific.
depressant	a synonym for sedative or hypnotic; it is any of a gro central nervous system.
drug	any chemical compound which produces an effect on the positive or negative.

XI. GLOSSARY

ny person who habitually uses any habit-forming drug which is controlled
ison Act of 1914; that is alkaloids of the opium or coca leaves, Indian
eyote in all its forms.

term used to describe dependency on a drug; this term has been favored
rcement officers rather than medical personnel; characteristics of addiction
dentified: compulsion for a drug, tolerance, psychological and physical
and a danger to the individual and the people around him.

oup of compounds which exert a stimulating action on the cerebral cortex
n and the central nervous system.

drugs developed in the last thirty years to treat allergic conditions
hma, hay fever, etc.

dicting group of depressant drugs, varying in use from sleep producers to
; although highly useful in medicine, they can be intoxicating and dangerous.

anufactured illegally in an attempt to defraud the public; such a drug is
the public in two ways: (1) there is no guarantee as to the amount, kind,
of the ingredients used; and (2) for those who need the drug for some
medicinal use, it is devoiding them of proper treatment.

eneral term, in recent years preferred by physicians over "addiction;"
te of psychic or physical need, or both, resulting from administration of
periodic or continual basis; it is usually associated with a particular
is, drug specific.

or sedative or hypnotic; it is any of a group of drugs which depress the
rvous system.

al compound which produces an effect on the body; this effect may be either
r negative.

GLOSSARY (continued)

drug abuse	the self administration of excessive quantities of drugs le and psychological dependence, mental confusion, and other f it is also considered to be the taking of drugs for the sid
drug misuse	the inappropriate use of a drug either through improper adm a physician, a pharmacist or the individual; this term incl medical reasons, but different from those intended when the prescribed.
euphoria	a feeling of well-being produced by various drugs, which re a general depression of cortical regions in the brain along tension and inhibitory control.
exempt narcotics	that group of narcotic drugs which can be purchased without law requires the purchaser's signature.
habituation	a less binding condition than addiction, but still occurrin its characteristics include desire for the drug, some psych harm primarily for the user of the drug.
hallucination	distortions of the perception processes; perceptions of peo experiences of which there is no cause or explanation.
hallucinogens	the term given to a group of drugs which alter the processe those involving perception and orientation.
methadone	a drug now being used in the treatment of opiate addicts; i hunger, and develop a tolerance which blocks the euphoric e
narcotic drugs	means coca leaves, opium, cannabis, and every other substan physically distinguishable from them; any other drugs to wh laws may now apply; and any drug found (by the State Commis competent state officer after reasonable notice and opportu an addiction-forming or addiction-sustaining liability simi from the effective date of determination of such finding (b Health or other competent state officer).

GLOSSARY (continued)

administration of excessive quantities of drugs leading to tolerance, physical
ological dependence, mental confusion, and other forms of abnormal behavior;
o considered to be the taking of drugs for the side effects that they produce.

ropriate use of a drug either through improper administration on the part of
an, a pharmacist or the individual; this term includes the use of a drug for
easons, but different from those intended when the drug was originally
d.

of well-being produced by various drugs, which results at least in part, from
depression of cortical regions in the brain along with a reduction of anxiety,
nd inhibitory control.

p of narcotic drugs which can be purchased without prescription, however, the
res the purchaser's signature.

nding condition than addiction, but still occurring from repeated use of a drug;
cteristics include desire for the drug, some psychic dependence, and potential
arily for the user of the drug.

ons of the perception processes; perceptions of people and objects; and sensory
ces of which there is no cause or explanation.

given to a group of drugs which alter the processes of the mind, particularly
volving perception and orientation.

ow being used in the treatment of opiate addicts; it is said to relieve narcotic
and develop a tolerance which blocks the euphoric effect of heroin.

ca leaves, opium, cannabis, and every other substance, neither chemically nor
ly distinguishable from them; any other drugs to which the federal narcotic
now apply; and any drug found (by the State Commissioner of Health or other
t state officer after reasonable notice and opportunity for hearing) to have
tion-forming or addiction-sustaining liability similar to morphine or cocaine,
effective date of determination of such finding (by said State Commissioner of
r other competent state officer).

physical dependence	a state of the body brought about by repeated or con characterized by the development of severe acute phys is removed.
psychedelic	a term meaning mind-expanding; associated with the ha LSD: most authorities believe that the person feels t productive mind, but in fact, he does not.
psychological dependence	a strong mental attachment to a drug which arouses fr some emotional of psychic need of an individual; char dependence is more difficult to break than physical d
sedatives	chief class of drugs, of which the most commonly abus are also of this group.
side effects	abnormal reactions from the use of drugs; sometimes i the foremost factor.
stimulants	chief class of drugs, of which the most commonly abus of drugs stimulate the central nervous system by prod fulness, a temporary rise in blood pressure and respi
tolerance	the gradual conditioning of the body toward a drug; i of the drug in order to recreate the feeling of well- for taking the drug; it is this characteristic which to a snowballing life of no return.
tranquilizers	are a type of sedative in that they depress portions is, those areas responsible for anxiety and tension; hangover and sedative effects.

GLOSSARY (continued)

e body brought about by repeated or continuous use of a drug that is by the development of severe acute physical symptoms when the drug

g mind-expanding; associated with the hallucinogenic drugs, particularly horities believe that the person feels that he has a more creative or nd, but in fact, he does not.

al attachment to a drug which arouses from a drug's ability to satisfy l of psychic need of an individual; characteristically, this type of more difficult to break than physical dependence.

f drugs, of which the most commonly abused are barbiturates; tranquilizers his group.

tions from the use of drugs; sometimes in drug abuse the side effects become factor.

f drugs, of which the most commonly abused are the amphetamines; this group ulate the central nervous system by producing excitation, alertness, wake- emporary rise in blood pressure and respiration.

conditioning of the body toward a drug; it is the ever-increasing dosage n order to recreate the feeling of well-being that once was the main reason e drug; it is this characteristic which hopelessly chains the individual ing life of no return.

sedative in that they depress portions of the central nervous system, that as responsible for anxiety and tension; normally they do not produce general sedative effects.

ALCOHOL

	Concepts	Teacher Materials	Student
I.	Preview of the 7th grade program	"Supplement to the Problem: Alcohol Narcotics" pp. 22-25	Ditto:
	A. History	"Alcohol and Alcoholism" pp. 1 & 2	The
	1. The discovery of alcohol 2. How was alcohol first made? 3. For what purpose was alcohol first made?	"A Syllabus in Alcohol Education" pp. 60-68	Ditto: Bat
	B. Taking alcohol into the body	Basic Information on Alcohol, pp. 75-94	"Alcoho
	1. Digestion 2. Absorption by the blood stream 3. Distribution to all parts of the body 4. Oxidation by cells 5. Elimination	"Alcohol and Alcoholism" pp. 19-20 "The Physiology of Alcohol" (Reprint) "Teaching about Alcohol" pp. 53-61 Alcohol Education for Classroom and Community, pp. 77-89	"Booze a Only" "Alcoho Youth" Ditto: Fol
	C. The effect on the organs and organ systems	Basic Information on Alcohol, pp. 82-94	"Alcoho Youth"
	1. Brain and nervous system a. Judgement b. Concentration c. Sense Organ d. Muscular control e. Reaction time f. Fatigue	"Alcohol and Alcoholism" pp. 19-22 "A Syllabus in Alcohol Education" pp. 22-35 Teaching About Alcohol, pp. 62-78	Ditto: Al of

her Materials	Student Materials
plement to the Problem: Alcohol otics" pp. 22-25	Ditto:
	The History of Alcohol
ohol and Alcoholism" pp. 1 & 2	
	Ditto:
yllabus in Alcohol Education" 60-68	Battles vs Bottles
ic Information on Alcohol, 75-94	"Alcohol, Fun or Folly"
cohol and Alcoholism" pp. 19-20	"Booze and You - For Teenagers Only"
e Physiology of Alcohol" (Reprint)	"Alcohol Today - A Workbook for Youth" pp. 15-26
aching about Alcohol" pp. 53-61	Ditto:
ohol Education for Classroom and munity, pp. 77-89	Following Alcohol Through The Body
ic Information on Alcohol, pp. 82-94	"Alcohol Today - A Workbook for Youth" pp. 15-26
cohol and Alcoholism" pp. 19-22	Ditto:
Syllabus in Alcohol Education" 22-35	Alcohol and the Major Organs of the Body
ching About Alcohol, pp. 62-78	

Audio Visual	Motivating Questions
Transparency: "Ancient Procedures in Making Alcohol" - A-8-1 Poster: "Fun or Folly"	How did alcohol find its beginni How might alcohol have been hand down through history and finall adapted into our present societ Can you think of any way alcoho may have affected historical highlights? In what way does the Bible menti alcohol?
Transparency: "The Path of Alcohol Through the Body" A-8-2	Can food in the stomach affect absorption into the body? How does alcohol reach all part of the body? How does the body get rid of al Why is alcohol absorbed into th body quicker than food?
Transparency: "The Brain" A-8-3 Posters: "Fun or Folly" Filmstrip: "Alcohol and Narcotics"	Can we consider alcohol to be a or drug, are the symptoms simila Why should the feeling of the individual at the time he drink his behavior? Why might it be foolish to couns moderate drinking? Or is it?

	Motivating Questions	Activities
king	How did alcohol find its beginning? How might alcohol have been handed down through history and finally adapted into our present society? Can you think of any way alcohol may have affected historical highlights? In what way does the Bible mention alcohol?	Point out how alcohol may have been first introduced into the human culture, and how it has survived the times. Ask the students to list the things alcohol may have been used for. A discussion of how alcohol made and affected history. Discussion of how alcohol affected historical battles.
ugh	Can food in the stomach affect the absorption into the body? How does alcohol reach all parts of the body? How does the body get rid of alcohol? Why is alcohol absorbed into the body quicker than food?	Through sketches and transparencies take the students on a journey. Trace a trip of alcohol through the different body systems, explaining their effect as you go. Digestion Circulation Metabolism Elimination
	Can we consider alcohol to be a narcotic or drug, are the symptoms similar? Why should the feeling of the individual at the time he drinks affect his behavior? Why might it be foolish to counsel moderate drinking? Or is it?	Discussion of how alcohol affects the brain and nervous system 1. Cortex and frontal lobes 2. Cerebrum 3. Cerebellum 4. Medulla Oblongata As this discussion progresses, use the transparencies or make sketches

ALCOHOL (continued)

Concepts	Teacher Materials
2. Liver 3. Kidney 4. Heart and circulatory system 5. Stomach and intestines 6. Reproductive organs	
D. Overall Health	*Basic Information on Alcoho* pp. 88-93
1. Disease due to nutritional deficiency	"Alcohol and Alcoholism" pp
2. Loss of resistance to infection	*Teaching About Alcohol*, pp.
3. The hangover	

	Teacher Materials	Student Materials
tory		
tines ns		
	Basic Information on Alcohol, pp. 88-93	Ditto: Alcohol and Your Health
tritional	"Alcohol and Alcoholism" pp.22-23	
e to	Teaching About Alcohol, pp.75-78	

Audio Visual	Motivating Questions	Acti
Transparency: "Concentration of Alcohol in the Blood and It's Effects" A-8-4	Besides the brain and nervous system what other organs of the body are affected by alcohol?	of e as t by a
#1720 "Alcohol and You" Part II with record		Poin firs othe affe
	How is the kidney affected?	
	What is cirrhosis of the liver?	
	Is it possible that large amounts of alcohol might affect the reproductive organs?	
	Why do doctors advise their patients with ulcers to avoid drinking alcohol?	
	Can alcohol be considered a long-range health problem?	Disc affe
	Explain why: a. Social or moderate drinkers frequently have to watch their weight b. Alcoholics are frequently underweight and undernourished.	Invi to e drin
	What is a hangover?	

	Motivating Questions	Activities
n the -4	Besides the brain and nervous system what other organs of the body are affected by alcohol?	of each of the parts of the brain as they progressively are affected by alcohol
rt II		Point out that while the brain is the first and probably the most affected, other parts of the body are also affected by alcohol in large quantities
	How is the kidney affected?	
	What is cirrhosis of the liver?	
	Is it possible that large amounts of alcohol might affect the reproductive organs?	
	Why do doctors advise their patients with ulcers to avoid drinking alcohol?	
	Can alcohol be considered a long-range health problem?	Discussion of alcohol and how it can affect your health.
	Explain why: a. Social or moderate drinkers frequently have to watch their weight b. Alcoholics are frequently underweight and undernourished.	Invite a public health nurse or doctor to explain the health hazards of drinking alcoholic beverage
	What is a hangover?	

ALCOHOL (continued)

Concepts	Teacher Materials
II. The compound Alcohol	Alcohol Education for Classroom and Community, p. 70
A. Physical properties	Encyclopedia: Alcohol - Its physical properties
1. Color - clear like water	
2. Temperatures - freezing and boiling points	Teaching About Alcohol, p. 47
3. Mild and pleasant odor	
4. Texture - cool and slippery on the skin	
5. As a solvent	
6. As a dehydrant	
B. Chemistry	Alcohol Education for Classroom and Community, pp. 69-76
1. The hydroxyl group (OH)	
2. The hydroxyl plus added carbons	"The Story of Industrial Alcohol"
3. Types	Encyclopedia: Alcohol - Chemistry
a. Ethyl	
b. Methyl	
c. Isopropyl	
d. Butyl	
e. Ethyl glycerol	
f. Glycerol	

Teacher Materials	Student Materials
Alcohol Education for Classroom and Community, p. 70 Encyclopedia: Alcohol - Its physical properties Teaching About Alcohol, p. 47	Ditto: The Physical Properties of Alcohol
Alcohol Education for Classroom and Community, pp. 69-76 "The Story of Industrial Alcohol" Encyclopedia: Alcohol - Chemistry	Ditto: The Chemistry of Alcohol

Audio Visual	Motivating Questions
Materials: Ethyl alcohol, green plant leaves, raw meat, eggs (at least one for each class), Bunsen burners, beakers, thermometers, and stands for the beakers and Bunsen burners	What are some of the properties of alcohol? How may some of these properties be of use to man? How might some of these properties be harmful? What is a solvent? A dehydrant? How might these properties affect the use of alcohol in industry in making other products?
Transparencies: "Hydroxyl group" A-8-5 "Types of Alcohol" A-8-6 (series of six) 1. Methyl 2. Ethyl 3. Ethylene Glycal 4. Glycerol 5. Propanal 6. Isopropyl	What is the hydroxyl group and do all alcohols have it? Of what three elements are all alcohols made up? What makes each alcohol different from the others? What are some of the other alcohols other than ethyl? Why shouldn't methyl alcohol be used as a beverage?

	Motivating Questions	Activities
t leaves, one for rs, d stands n	What are some of the properties of alcohol? How may some of these properties be of use to man? How might some of these properties be harmful? What is a solvent? A dehydrant? How might these properties affect the use of alcohol in industry in making other products?	Have the students first become familiar with alcohol by touching, smelling, and examining it with their senses. Experiment #1 - (see Teacher Information for procedure) Use the results of the experiments with the raw meat, eggs, and plant leaves to emphasize some of the properties of alcohol which you cannot detect by just touching or looking at it. Compare these results to the body's tissue and cells. 1. Dehydrating tissues 2. Dissolving 3. Reaction to Protein 4. Absorbant
	What is the hydroxyl group and do all alcohols have it? Of what three elements are all alcohols made up? What makes each alcohol different from the others? What are some of the other alcohols other than ethyl? Why shouldn't methyl alcohol be used as a beverage?	A discussion of the elements carbon, hydrogen, and oxygen and how they are put together to form the different types of alcohols. Explain the hydroxyl group. Ask the students to research the reasons why most alcohol is not fit to drink.

Concepts	Teacher Materials	Stude
III. The Production of alcohol	Basic Information of Alcohol, pp.22-26	"Alco Youth
A. Fermentation	Alcohol Education for Classroom and Community, pp. 69-76	"Fact
1. The breakdown of sugars and starches ($C_6H_2O_6$ + yeast	Teaching About Alcohol, pp. 46-52	
$2C_2H_5OH + 2CO_2$)	"The Story of Industrial Alcohol"	
2. Raw materials	"Alcohol Today - A Workbook for Youth" pp. 9-14	
a. Sugar b. Starch	Encyclopedia: Fermentation	
3. Malting 4. Products of fermentation a. Wine b. Beer c. Foods (kraut, vinegar sour milk, etc.)		
B. Distillation	Basic Information on Alcohol, pp. 22-26	"Alco Youth
1. The concentration of wine and beer 2. Repeated distillation increases the percentage of alcohol	Alcohol Education for Classroom and Community, pp. 69-76 Teaching About Alcohol, pp. 46-52	"Fact Ditto
C. Destructive Distillation 1. Methyl - heat wood in the absence of air 2. Ethyl - (C_2H_4 + H_2O H_3PO_4 C_2H_3OH	Encyclopedia: Distillation	

	Teacher Materials	Student Materials
l	*Basic Information of Alcohol*, pp.22-26	"Alcohol Today '- A Workbook for Youth" pp. 9-14
	Alcohol Education for Classroom and Community, pp. 69-76	"Facts About Alcohol" pp. 10-15
sugars	*Teaching About Alcohol*, pp. 46-52	
	"The Story of Industrial Alcohol"	
	"Alcohol Today - A Workbook for Youth" pp. 9-14	
	Encyclopedia: Fermentation	
enta-		
, vinegar tc.)		
	Basic Information on Alcohol, pp. 22-26	"Alcohol Today - A Workbook for Youth" pp. 9-14
on of wine		
	Alcohol Education for Classroom and Community, pp. 69-76	"Facts About Alcohol" pp. 10-15
lation ercen-		Ditto:
	Teaching About Alcohol, pp. 46-52	
		"Useful Products of Distillation"
ation	Encyclopedia: Distillation	
od in the		
+ H_2O		

Audio Visual	Motivating Question
Materials: Fruit juice, yeast, and a fermentation container (small stone or clay crock, if possible) A bulletin showing the different products of fermentation. Filmstrip: "Alcohol and Narcotics" #1719 "Alcohol and You" Part I w/record Transparency: "Chemical Equation for Fermentation" A-8-7	What is the process of fermentation and what are the raw materials needed? In what way may we use this process in making products other than alcohol? Why does wine have a larger percentage of alcohol than beer? Why can't we make a pure alcohol (100 percent) by using the process of fermentation?
Materials: Bunsen burner, distillation flask, condensation tube, stand with clamps, diluted alcohol. Transparency: "Chemical Equation for Destructive Distillation" A-8-8	How does the process of distillation make an alcoholic beverage with a higher percentage of alcohol? Why is it almost impossible to distill a 100 percent alcohol? What are some of the useful products of distillation? From what are some of the common alcoholic spirits made?

	Motivating Question	Activities
nd a er (small if possible)	What is the process of fermentation and what are the raw materials needed?	Discussion of the process of fermentation and malting.
he different tion.	In what way may we use this process in making products other than alcohol?	Experiment #2 - (using the fruit juice and yeast to make a wine by fermentation.)
	Why does wine have a larger percentage of alcohol than beer?	Let the students make their own bulletin on the different products of fermentation.
cs"	Why can't we make a pure alcohol (100 percent) by using the process of fermentation?	Discuss some of the useful products of fermentation, such as food.
Part I		
or		
llation flask, tand with hol.	How does the process of distillation make an alcoholic beverage with a higher percentage of alcohol?	Discuss and explain the process of distillation while setting up the distilling apparatus.
	Why is it almost impossible to distill a 100 percent alcohol?	Experiment #3 - (the distillation of a diluted alcohol into a more concentrated solution.)
or tion" A-8-8	What are some of the useful products of distillation?	Have the students make a collection or bulletin on the many different kinds of alcoholic spirits, the students may take them from the magazines and advertisements.
	From what are some of the common alcoholic spirits made?	

Concepts	Teacher Materials	Studen
3. The production of different whiskies.		
IV. Alcohol Industry	Teaching About Alcohol, p 51	Ditto:
A. Internal Use	"Alcohol - Why the Fuss" pp. 8-13	"
1. Cooking 2. As a food by itself 3. As a beverage	"Alcohol and Alcoholism" pp.9-13	"Alcoh
a. The consumers b. Annual cost of drinking	Alcohol Education for the Classroom and Community, pp. 132-146	
B. Medicinal	Basic Information of Alcohol, pp.70-74	Ditto:
1. As an antiseptic 2. As sedatives and tranquilizers 3. Disinfectant (against infection) 4. For external application	Encyclopedia: Alcohol in Medicine	"
C. Commercial		
1. As a base for many cosmetic products a. Shaving lotion b. Hair tonic c. Perfumes		

	Teacher Materials	Student Materials
ent		
	Teaching About Alcohol, p 51	Ditto:
	"Alcohol - Why the Fuss" pp. 8-13	"Is Alcohol a Food?"
	"Alcohol and Alcoholism" pp.9-13	"Alcohol - Why the Fuss" pp. 8-13
	Alcohol Education for the Classroom and Community, pp. 132-146	
	Basic Information of Alcohol, pp.70-74	Ditto:
	Encyclopedia: Alcohol in Medicine	"Alcohol in Medicine"

Audio Visual	Motivating Questions	Acti
		Disc dist
Transparencies: "Four Tables Related to Consumption and Expenditures" A-8-9 a. Consumption of alcohol table from 1850 to 1962 b. Expenditures of alcohol as compared to food, tobacco, and recreation from 1936 to 1962 c. Federal, State and local revenues from alcoholic beverages from 1934 to 1962 d. Total absolute alcohol consumption in years 1850 to 1960	Would you consider alcohol to be a substitute for food, why?	Disc food Prep to t perc or g Ques Disc resu mate
	How may alcohol be used in medicine? Should a person suffering from a cold, snakebite, or shock be given alcohol? Why or why not? Is alcohol used in modern medicine anymore?	Have th be Have ar al Disc an ma
Bulletin of products containing alcohol	Why is alcohol used in many cosmetics? Why do most all after-shave lotions contain a certain percentage of alcohol? Could we in our advanced society do without alcohol?	Make co fo Disc in

	Motivating Questions	Activities
		Discuss the useful products of distillation
nsump- -9 table l as com- , and o 1962 al c 1962	Would you consider alcohol to be a substitute for food, why?	Discuss how alcohol can be used in foods to an advantage or disadvantage. Prepare a questionnaire to hand out to the students to find out what percentage of the students' parents or guardians use alcohol. Questionnaire: (See Teacher Information) Discussion of consumers (using the results of the questionnaire and added materials) and the cost of drinking.
	How may alcohol be used in medicine? Should a person suffering from a cold, snakebite, or shock be given alcohol? Why or why not? Is alcohol used in modern medicine anymore?	Have students prepare a bulletin on the ways in which alcohol is or can be used in medicine. Have the students make a survey on the articles in a drug store which contain alcohol. Discuss how alcohol is used in medicine and explain why alcohol is used in many drugstore articles.
ng	Why is alcohol used in many cosmetics? Why do most all after-shave lotions contain a certain percentage of alcohol? Could we in our advanced society do without alcohol?	Make a survey of the cosmetics which contain alcohol(these may also be found in a drug store) Discuss why and how alcohol is used in many of our cosmetics.

ALCOHOL (continued)

Concepts	Teacher Material
2. Industrial (manufactured from petroleum products)	"The Story of Industrial Alcohol" Encyclopedia: Alcohol in Industry
a. Antifreeze b. Varnish and paint c. Plastic d. Dyes e. Explosives f. Cleaning solutions	
D. Economy	Alcohol Education for the Classroom and Community, pp. 241-266
1. The size of the alcoholic beverage industry 2. Earning powers of the employees 3. Advertising expenditures 4. Public revenues from the alcoholic beverage	Teaching About Alcohol, pp 79-94 "Supplements to the Problem: Alcohol Narcotics," pp. 34
V. Reasons for the use of alcoholic beverages in our society.	Basic Information on Alcohol, pp. 27-54
A. Family	"Alcohol Today - A Workbook for Youth," pp. 35-40
1. For relaxation 2. The feeling of satisfaction 3. Escape from reality 4. Dependence on the effects of alcohol 5. Independence 6. Acquired habit 7. Heredity 8. Taste and to relieve thirst 9. Social events 10. For religious purposes	Basic Handbook on Alcoholism, pp. 31-46

Teacher Material	Student Material
"The Story of Industrial Alcohol" Encyclopedia: Alcohol in Industry	Ditto: Alcohol and Industrial Products
Alcohol Education for the Classroom and Community, pp. 241-266 Teaching About Alcohol, pp 79-94 "Supplements to the Problem: Alcohol - Narcotics," pp. 34	Ditto: Economy and Alcohol
Basic Information on Alcohol, pp. 27-54 "Alcohol Today - A Workbook for Youth," pp. 35-40 Basic Handbook on Alcoholism, pp. 31-46	"Alcohol Today - A Workbook for Youth," pp. 31-41 "Alcohol: Fun or Folly"

Audio Visual	Motivating Questions	Acti
	Could we, in our advanced society. do without alcohol altogether? What are some of the products we would have to do without if we never had the compound alcohol?	Disc has indu
Transparencies: "Two Tables on Alcohol Beverage Industry" A-8-10 A,B a. Selected expenditures of producers b. Employment hours and earnings of production workers in the alcohol industry.	Do you think the economy of our country is much affected by the alcohol industry? How does industry and alcohol affect you personally? Would or could a company be affected by the employment of a problem drinker of alcoholic? How can crime from alcohol be considered an economical factor?	Disc alc
Transparencies: "Reasons For Drinking Alcohol" Series of five - A-8-11A b. Relaxation c. Escape d. Taste e. Social events f. Religion	Most alcoholics or problem drinkers state they do not want to drink nor do they like the taste of liquor. Why then do they continue to drink? For some people, drinking is a form of escape. How does form of escape differ from others such as: over-eating, or watching TV, or movies several hours of the day?	Have reas they Disc

	Motivating Questions	Activities
	Could we, in our advanced society. do without alcohol altogether? What are some of the products we would have to do without if we never had the compound alcohol?	Discuss the important role alcohol has played in our lives as an industrial tool.
rage	Do you think the economy of our country is much affected by the alcohol industry? How does industry and alcohol affect you personally? Would or could a company be affected by the employment of a problem drinker of alcoholic? How can crime from alcohol be considered an economical factor?	Discuss the economical factor of alcohol and industry.
ol"	Most alcoholics or problem drinkers state they do not want to drink nor do they like the taste of liquor. Why then do they continue to drink? For some people, drinking is a form of escape. How does form of escape differ from others such as: over-eating, or watching TV, or movies several hours of the day?	Have the students prepare a list of reasons, that they themselves or they have heard, why people drink. Discuss and evaluate these reasons.

ALCOHOL (continued)

Concepts	Teacher Materials	Stud
B. Adolescence	Teaching About Alcohol, pp. 7-17	"Bo Onl
1. Imitating adults 2. Sociability 3. Popularity 4. Unique risks of teenage drinking	Alcohol Education for Classroom and Community, pp.32-48	"Th
	Society, Culture, and Drinking Patterns, pp. 230-246	Dit
	Teenage Drinking, pp. 29-62	
		Dit
	"Thinking About Drinking"	
	"How Teens Set the Stage for Alcoholism"	
	"The Use of Beverage Alcohol by Youth in an Abstinence Setting" Journal of School Health (Reprint)	

Teacher Materials	Student Materials
Teaching About Alcohol, pp. 7-17	"Booze and You: For Teenagers Only"
Alcohol Education for Classroom and Community, pp.32-48	"Thinking About Drinking"
Society, Culture, and Drinking Patterns, pp. 230-246	Ditto: "Who's Responsible"
Teenage Drinking, pp. 29-62	Ditto: "The Unique Risk of Teenage Drinking"
"Thinking About Drinking"	
"How Teens Set the Stage for Alcoholism"	
"The Use of Beverage Alcohol by Youth in an Abstinence Setting" Journal of School Health (Reprint)	

Audio Visual	Motivating Questions	Ac
	Is the craving for liquor inherited? Does it run in the family? Why?	
	How might alcohol be used in religion?	
	Do you think alcohol has a place in religion?	
	Drinking is a passive way of relieving tensions, what are some of the active ways?	
Questionnaire:	How and why do most teenagers start drinking?	H t
(Who, How much, When, Where, and Why)	Why do teenagers believe it is necessary to drink to be popular?	D "
Filmstrip:	Do you think adolescents should be introduced to alcohol by their parents?	a G a
"A Question of the Mind" CSC Service Dept. #93 "Alcohol: A Dilemma for Youth" w/record	Why might it be advisable to postpone drinking until the legal age?	t q s
Transparencies:	What are some of the risks involved in teenage drinking?	D
"Teenage Drinking" A-8-12	Do you feel that the adolescent should have the opportunity to decide whether or not he should drink, why?	A p
12-A Imitation 12-B Popularity	Many athletes, especially Europeans drink regularly and moderately while maintaining sound training practices. Why?	H i

Motivating Questions	Activities
Is the craving for liquor inherited? Does it run in the family? Why? How might alcohol be used in religion? Do you think alcohol has a place in religion? Drinking is a passive way of relieving tensions, what are some of the active ways?	
How and why do most teenagers start drinking? Why do teenagers believe it is necessary to drink to be popular? Do you think adolescents should be introduced to alcohol by their parents? Why might it be advisable to postpone drinking until the legal age? What are some of the risks involved in teenage drinking? Do you feel that the adolescent should have the opportunity to decide whether or not he should drink, why? Many athletes, especially Europeans drink regularly and moderately while maintaining sound training practices. Why?	Have the students first circulate the questionnaire. Discuss teenage drinking (the pamphlet "Thinking About Drinking" can be used as a good outline) Get back to the questionnaire as quickly as possible. The teacher (along with the students) should evaluate the questionnaire and try to formulate some conclusions from it. Discuss the filmstrip. Ask the students to think of three persons they know well. FIRST PERSON - Drinks excessively SECOND PERSON - Drinks, but not excessively THIRD PERSON - An abstainer Have the students compare these individuals with each other, evaluate the

Concepts	Teacher Materials	St
C. Cultural Influence	Alcohol Education for Classroom and Community, pp. 125-131	Di
1. Adult culture and their drinking habits	Teenage Drinking, pp 46-63, 102-113	
a. Men b. Women	"Drinking On the American Frontier" Reprint	
2. Cultural influence and the Adolescent	Basic Handbook on Alcoholism, pp. 12, 13	
3. The Jewish Culture and alcohol	Basic Information on Alcohol, pp. 54-63	Di
4. Irish drinking patterns 5. Ethnic drinking in Russia 6. France and its drinking patterns.	Society, Culture, and Drinking Patterns, Dittman and Snyder, pp.154-225	
	Basic Handbook on Alcoholism, pp. 13-24	
	Teenage Drinking, pp. 83-102	

Teacher Materials	Student Materials
Alcohol Education for Classroom and Community, pp. 125-131	Dittos: "Culture and Alcohol" "Our Influenced Youth"
Teenage Drinking, pp 46-63, 102-113	
"Drinking On the American Frontier" Reprint	
Basic Handbook on Alcoholism, pp. 12, 13	
Basic Information on Alcohol, pp. 54-63	Dittos: "Other Cultures and Alcohol" "Why the Difference Between The Jewish and Irish Drinking Patterns"
Society, Culture, and Drinking Patterns, Dittman and Snyder, pp.154-225	
Basic Handbook on Alcoholism, pp. 13-24	
Teenage Drinking, pp. 83-102	

Audio Visual	Motivating Questions
Transparencies:	What is meant by culture?
"Different Cultural Aspects of Drinking" A-8-13	How has our culture affected our drinking habits and patterns?
a. Religious Aspect for Jewish	Why is the culture of the United States so confusing?
b. Irish Pubs c. France - Wine at The Table	Are we, the "young generation," the product of any one type of culture, or are we a mixture of several culturals?
	How do moral and ethnic beliefs affect our decisions of alcohol?
	Would you think different cultures provide for a wide variety of drinking habits?
	Why this extreme difference between the Jewish and Irish drinking patterns?

Motivating Questions	Activities
What is meant by culture?	personal traits, ambitions, behavior popularity, personality, appearance.
How has our culture affected our drinking habits and patterns?	Discuss the cultural trends and how they have affected the attitudes and ideas concerning the use of alcohol.
Why is the culture of the United States so confusing?	
Are we, the "young generation," the product of any one type of culture, or are we a mixture of several culturals?	Give the students a good understanding of the term "culture"
How do moral and ethnic beliefs affect our decisions of alcohol?	
Would you think different cultures provide for a wide variety of drinking habits?	Discuss some of the better countries and their cultures and drinking patterns.
Why this extreme difference between the Jewish and Irish drinking patterns?	Have the students do some research on the Jewish and Irish cultures and see if they can come up with some conclusions of their own.

VI. TEACHER INFORMATION

HISTORICAL HIGHLIGHTS

Drinking (only beer and wine up to 1200 A.D., for there were no distilled spiri definitely mentioned in history as one of the factors in many well known events.

a. The captivity of Israel
b. The captivity of Judah
c. The death of Alexander the Great
d. The fall of Rome
e. The Battle of Hastings
f. The Battle of Trenton
g. The Battle of Waterloo
h. The First World War
i. The fall of France
j. The fall of Pearl Harbor

FIRST Period: Punitive (1607-1774)

Early settlers brought with them from Europe the idea that because "drink" resul juices of fruits and grains, it was to be considered "a good gift from God". So for his condition, and punished for drinking "too much." To discourage the drin first brewery was built (near Boston in 1634), to provide beer in quantity and t drunkeness." The settlers could see the effects upon the Indians but not upon t punished the Indians for being drunk; then they forbade selling to Indians; but punished.

SECOND Period: Exortive (1774-1874)

Pulpit and platform joined in exhorting the drinkers to stop drinking: written p organizations were formed. The meaning of the word "temperance" gradually chang "total abstinence." Blame for drunkeness shifted from the drinker to the seller by putting restrictions of sales, and by requiring licenses. Through referendum citizens from opportunities to drink was obtained, first in towns, then in count

THIRD Period: Informative (1874-1920)

Teaching of factual information about the effect of alcohol, based on profession findings and studies of past 100 years, came to be required by law in the school

VI. TEACHER INFORMATION

up to 1200 A.D., for there were no distilled spirits before that time) is
ry as one of the factors in many well known events. A few of these were:

el
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r the Great

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ber

-1774)

hem from Europe the idea that because "drink" resulted from fermenting the
it was to be considered "a good gift from God". So the drinker was blamed
ed for drinking "too much." To discourage the drinking of "spirits" the
Boston in 1634), to provide beer in quantity and thus "do away with
uld see the effects upon the Indians but not upon themselves. At first they
g drunk; then they forbade selling to Indians; but finally all drinkers were

4-1874)

exhorting the drinkers to stop drinking: written promises were signed,
he meaning of the word "temperance" gradually changed from "moderation" to
r drunkeness shifted from the drinker to the sellers, who were controlled
les, and by requiring licenses. Through referendums, legal protection of
o drink was obtained, first in towns, then in counties, and finally in states.

874-1920)

on about the effect of alcohol, based on professional observation, laboratory
100 years, came to be required by law in the schools of all states.

TEACHER INFORMATION (continued)

FOURTH Period: Ethical (1920-1933)

With legislation protecting the citizens of the nation from the product of the emphasized the relation of citizenship to law enforcement, but omitted teaching

FIFTH Period: Pedagogical Instruction (1933-1962)

The beginning of a program for classroom teaching of the effects of alcohol and ally correct, scientifically accurate, and administratively sound, to become a courses, to be an integrated program including all phases to be taught by corre subjects in the regular courses, from primary grades to the college level.

For twenty years or more there has been increased emphasis on getting informati beverage alcohol on people and making that information available to young peopl is receiving more attention than was formerly the case and certain national org pushing for more emphasis on alcohol education in our schools and churches, ins beginning to note the cost of drinking as it affects insurance rates in America ested in the accident cost. Although social drinking seems to be on the increa indications that people are slowly but surely beginning to learn that drinking one out of every three fatal motor-vehicle accidents involved a drinking driver

ALCOHOL IN THE BODY

The human body must process most substance that enters it by any route. Useful transformed into heat and energy or built into living tissues needed for growth is useless may be changed into a useful form or else eliminated as a waste prod

Any food or drug (and alcohol is both) is immersed in powerful chemical baths a muscular contractions of the alimentary canal. Most foods, as a result of imme chemicals and enzymes contained in the digestive juices, are reduced to forms s chemical structure to be absorbed and used by the cells. Alcohol is one of the simple enough to be used for fuel almost immediately after swallowing. Alcohol calories, or units of heat and energy, yielding more calories per gram than do but less than fats.

TEACHER INFORMATION (continued)

-1933)

ne citizens of the nation from the product of the liquor traffic, education
tizenship to law enforcement, but omitted teaching what alcohol is.

struction (1933-1962)

r classroom teaching of the effects of alcohol and other narcotics, pedagogic-
accurate, and administratively sound, to become a part of all teacher-training
program including all phases to be taught by correlation with the other
es, from primary grades to the college level.

e has been increased emphasis on getting information about the effects of
d making that information available to young people and adults. The alcoholic
han was formerly the case and certain national organizations are vigorously
alcohol education in our schools and churches, insurance companies are also
drinking as it affects insurance rates in America and industry is keenly inter-
Although social drinking seems to be on the increase as of today, there are many
lowly but surely beginning to learn that drinking is hazardous. In 1960, nearly
motor-vehicle accidents involved a drinking driver.

ost substance that enters it by any route. Useful ingredients are either
rgy or built into living tissues needed for growth and repair. That which
o a useful form or else eliminated as a waste product.

is both) is immersed in powerful chemical baths as it is tossed about by the
alimentary canal. Most foods, as a result of immersion in these chemicals, and
ed in the digestive juices, are reduced to forms simple enough in molecular and
rbed and used by the cells. Alcohol is one of the few foods that is already
fuel almost immediately after swallowing. Alcohol is an excellent source of
d energy, yielding more calories per gram than do sweets, starches, and proteins,

Not only does alcohol supply a good number of calories, but it supplies them very qui quality of alcohol has drawbacks. The rapid absorption may cause intoxication, and t minerals, and nitrogen make alcohol an undesirable nutrient. To a large degree, this accounts for many of alcohol's adverse effects when used excessively, unwisely, or a

To understand why alcohol can be a relatively harmless comfort when managed wisely an unwisely, one needs to understand how the body uses and disposes of it. As long as i ive tract, its effects cannot be felt, nor can it be used for fuel. But since alcoho owed, it begins almost at once to circulate throughout the body via the bloodstream, the small intestines.

The way in which alcohol is disposed of, (metabolism) consists of four phases:

a. Absorption, which takes place in the stomach or small intestine, where alco highly variable rate.
b. Distribution in which alcohol travels in the blood to each organ, tissue, an alcohol leaves the bloodstream and enters the cells.
c. Oxidation, in which the liver, at a fixed speed, remodels the chemical str and energy. The heat and energy, or calories, resulting from t by the cells instead of calories released from any other food. metabolized chiefly in the cells of the liver.
d. Elimination, during which a small quantity (2 to 10 per cent) of the alcoho or urine.

THE GENERAL EFFECTS OF ALCOHOL ON THE BODY

BRAIN - Impaired efficiency is the basic effect of any amount of alcohol on the brai in the central nervous system. Even low concentrations dull the highest levels of t is in no sense a true stimulant; on the contrary, it is a depressant. Actually, all in low dosage lead to excited and even exuberant behavior because they slow down the specialized part of the brain, the cortex. With increased amounts the deterring act

a. Judgement and inhibitions
b. Concentration and memory
c. Sense organs
d. Muscular control
e. Vital body functions

TEACHER INFORMATION (continued)

mber of calories, but it supplies them very quickly. The instant-energy
rapid absorption may cause intoxication, and the absence of vitamins,
undesirable nutrient. To a large degree, this ready-in-a-minute quality
se effects when used excessively, unwisely, or as a substitute for food.

latively harmless comfort when managed wisely and a curse when managed
the body uses and disposes of it. As long as it remains inside the digest-
, nor can it be used for fuel. But since alcohol is ready for use when swall-
culate throughout the body via the bloodstream, the remainder is absorbed from

of, (metabolism) consists of four phases:

ce in the stomach or small intestine, where alcohol enters the bloodstream at a
rate.
l travels in the blood to each organ, tissue, and cell. By simple diffusion
the bloodstream and enters the cells.
ver, at a fixed speed, remodels the chemical structure of alcohol to release heat
e heat and energy, or calories, resulting from the oxidation of alcohol are used
stead of calories released from any other food. Whereas most foods may be
efly in the cells of the liver.
small quantity (2 to 10 per cent) of the alcohol escapes unused via the breath

BODY

sic effect of any amount of alcohol on the brain and on its related structures
low concentrations dull the highest levels of the brain functions. Alcohol
he contrary, it is a depressant. Actually, all narcotics, including alcohol,
n exuberant behavior because they slow down the activities of the most highly
rtex. With increased amounts the deterring action becomes more obvious.

TEACHER INFORMATION (continued)

LIVER - During severe intoxication, the liver often becomes swollen and inflamed,
swelling and inflammation subside and the liver tissue appears normal. Individua
impair their health because the liver functions may be disturbed most of the time
disturbance is not completely known. A serious disorder, (cirrhosis,) is charact
hardening and fatty degeneration of the liver tissue.

KIDNEYS - In the concentration in which it occurs in the body, alcohol has no dir
on the kidneys. The frequent urination so common after drinking is the result of
antidiuretic secretion of the pituitary gland. Alcohol causes a decrease in this
in urination: in other words, alcohol is a diuretic. Following the consumption o
there is some disturbance in the balance of the mineral elements in the blood. F
there is an increase in the amount of lactic acid in the blood and subsequently d
a condition which may lead to illness.

HEART AND CIRCULATION - After two and three drinks the pulse rate, blood pressure
out the body usually increase about 5 per cent. In the case of persons with impa
beneficial effects, but in the judgement of many cardiac specialists, moderate dr

STOMACH AND INTESTINES - In large quantities consumed by those who drink excessiv
irritated so badly that chronic gastritis results. Persons with ulcers are usual
drinking. Too much acid in the stomach irritates the ulcers, thereby causing pai
process. In quantities sufficient to produce drunkenness, alcohol causes a virtu
rate of absorption is diminished and the passage of food from the stomach to the
the chronic alcoholic, digestion is usually slow and inefficient, which adds to h

WATER BALANCE - Excessive drinking may alter the water balance between the inside
that part of the water that is normally retained inside them may shift to the out

DISEASE - In itself alcohol is not a pathogenic, or disease-causing agent. But h
the basic rules of health, especially diet, so that they are susceptible to disea
as easily as other people. Indirectly, alcohol may also aggravate or arouse some

TEACHER INFORMATION (continued)

ation, the liver often becomes swollen and inflamed, and when sobriety returns the
side and the liver tissue appears normal. Individuals who are chronically intoxicated
he liver functions may be disturbed most of the time. The exact nature of this
known. A serious disorder, (cirrhosis,) is characterized by a permanent shrinking
ion of the liver tissue.

n in which it occurs in the body, alcohol has no direct action, harmful or helpful
urination so common after drinking is the result of the action of alcohol on the
pituitary gland. Alcohol causes a decrease in this secretion and hence an increase
alcohol is a diuretic. Following the consumption of large amounts of alcohol,
the balance of the mineral elements in the blood. For example, under intoxication,
mount of lactic acid in the blood and subsequently decline in the alkalinity level,
illness.

two and three drinks the pulse rate, blood pressure, and total flow of blood through-
about 5 per cent. In the case of persons with impaired hearts, alcohol has no
e judgement of many cardiac specialists, moderate drinking probably will not harm them.

arge quantities consumed by those who drink excessively, the stomach lining may be
ic gastritis results. Persons with ulcers are usually advised to abstain from all
he stomach irritates the ulcers, thereby causing pain and retarding the healing
cient to produce drunkenness, alcohol causes a virtual stoppage of digestion. The
hed and the passage of food from the stomach to the small intestines is delayed. In
ion is usually slow and inefficient, which adds to his usual state of malnutrition.

nking may alter the water balance between the inside and the outside of body cells so
s normally retained inside them may shift to the outside.

s not a pathogenic, or disease-causing agent. But heavy drinkers are apt to neglect
pecially diet, so that they are susceptible to disease and may not be able to recover
ndirectly, alcohol may also aggravate or arouse some pre-existing disorders.

PHYSICAL PROPERTIES OF ALCOHOL

Absolute alcohol is a colorless mobile liquid with a slightly higher viscosity
can act as a weak base or as a weak acid. It burns in air with a blue non-lum
hygroscopic (ability to retain or absorb water) and miscible with water in all
point (-114 degrees C) and its boiling point is 78.3 degrees C. The freezing
be regarded as general figures as they may depend on the molecular weight of
strength, which has a considerable range of variation with each type of bevera

TYPES OF ALCOHOL

ETHYL-- C_2H_5OH	Used in beverages, as a reage products such as: shellac, la
ISOPROPYL - C_3H_7O..	Used as a solvent, anti-freez manufacture acetone.
BUTYL - C_4H_9OH	Used as a solvent and for the explosives.
METHYL - CH_3OH	(Wood Alcohol) Used as a solv the manufacturing of formelda
PENTANOL 1 - CH_3- (CH_2)3-CH_2OH	Used as a solvent for lacque
GLYCEROL - CH_2OH-CH_2OH	Used as a brake fluid, anti-f and explosives.

TEACHER INFORMATION (continued)

e liquid with a slightly higher viscosity but lower surface tension. It
cid. It burns in air with a blue non-luminous flame. Absolute alcohol is
orb water) and miscible with water in all proportions. It has a low freezing
g point is 78.3 degrees C. The freezing and boiling temperatures must
y may depend on the molecular weight of the hydrocarbons and the spirit
nge of variation with each type of beverage.

... ... Used in beverages, as a reagent, solvent, and is helpful in making products such as: shellac, lacquers, plastics, and explosives.

... ... Used as a solvent, anti-freeze, rubbing alcohol, and is used to manufacture acetone.

... ... Used as a solvent and for the manufacturing of plastics and explosives.

... ... (Wood Alcohol) Used as a solvent, anti-freeze, disinfectant, and in the manufacturing of formeldahyde and synthetic resins.

... ... Used as a solvent for lacquer.

... ... Used as a brake fluid, anti-freeze, and to manufacture medicines and explosives.

THE PRODUCTION OF ALCOHOL

NATURAL FERMENTATION - Suspended in solution in all fruit juices is a form sugar. Its chemical formula is $C_6H_{12}O_6$. Also present in all such juices t they have been boiled, are certain minute single-celled living organisms c of these is the yeast plant. It can be deliberately added, but that is un vat is not chilled or boiled, but kept at moderate temperatures, these fer reproduction, and attack the glucose as a food. Yeast secretes a chemical glucose into two forms. One is alcohol with the chemical formula of C_2H_5O mixes with water and remains in solution in the wine. The other is carbon bubbles through the vat or in the scum that forms on top. In the end, nat 13 percent of alcohol in the wine.

BREWING - Beer is derived from starchy grains or vegetables, and the proc wheat, rye, rice, potatoes, or any such starchy substance may be ground up mash, but the most common beer is made from barley, with hops added to giv that when grain is permitted to sprout and is mashed up in water it will f one. The germination fo the seed produces the enzyme that changes the sta and the process is called malting. The barley is steeped in warm water an room until the grains have sprouted and grown into a tangled mass. They t pulverized. This malt is mixed into the mash and the vat is kept at a war fermentation begins and proceeds very much as in the case of wine. This m yield from 4 to 15 per cent of alcohol in the vat. Common usage applies t contain the smaller percentage of alcohol, and that which contains the hig

DISTILLATION - Distilling is a procedure for the separation of substances Alcohol boils at 173 degrees F., while water does not boil until 212 degre water rise off in a vapor above the heated vat and are conducted through a This method is employed for the production of liquors with a higher alcoho naturally fermented liquors. When applied to wines, it produces brandy, w cent alcohol. Whiskies are made by the distillation of any kind of fermen from 40 to 55 percent alcohol.

TEACHER INFORMATION (continued)

ended in solution in all fruit juices is a form of sugar known as glucose, or fruit
a is $C_6H_{12}O_6$. Also present in all such juices that stand open to the air, unless
certain minute single-celled living organisms called ferments. The most common
. It can be deliberately added, but that is unnecessary for fruits. So long as the
d, but kept at moderate temperatures, these ferment will make very rapid growth by
e glucose as a food. Yeast secretes a chemical enzyme capable of breaking down the
e is alcohol with the chemical formula of C_2H_5OH, a colorless liquid that readily
s in solution in the wine. The other is carbon dioxide gas, CO_2, which appears in tiny
in the scum that forms on top. In the end, natural fermentation will produce about
e wine.

from starchy grains or vegetables, and the process is somewhat more elaborate. Corn,
or any such starchy substance may be ground up and mixed with water to provide the
eer is made from barley, with hops added to give it a bitter flavor. The discovery,
d to sprout and is mashed up in water it will ferment, must have been a very ancient
e seed produces the enzyme that changes the starch to sugar. Barley is used most,
alting. The barley is steeped in warm water and spread out on a floor in a warm
sprouted and grown into a tangled mass. They then are dried out in an oven and
ixed into the mash and the vat is kept at a warm temperature. Yeast is then added and
ceeds very much as in the case of wine. This method is called brewing, and it will
of alcohol in the vat. Common usage applies the term beer to brewed liquors that
age of alcohol, and that which contains the higher percentage is called ale.

s a procedure for the separation of substances that have different boiling points.
s F., while water does not boil until 212 degrees F., the alcohol and some of the
bove the heated vat and are conducted through a cooling condenser called a still.
the production of liquors with a higher alcohol percentage than is found in
. When applied to wines, it produces brandy, which may contain from 35 to 55 per-
made by the distillation of any kind of fermented grain, and they commonly contain
ol.

CONSUMER RATE AND EXPENDITURES

One way to measure the amount of alcohol consumed is to divide the total population fi
over by the number of gallons of all alcoholic beverages sold, thus calculating the pe
of these beverages. But because there are such side differences in the amount of alco
beverage, such figures measure the quantity of liquids containing alcohol rather than
sumed. For the purpose of these statistics, the actual or absolute alcohol content in
and beer is figured at an average of 45 per cent and 17 per cent, and 4.5 per cent, re
the amount of absolute alcohol consumed per capita in beer has exceeded that in distil
their consumption of liquor and beer, Americans drink very little wine. During 1961 t
of absolute alcohol was 2.06 gallons for the entire population 15 years of age or over
was contained in distilled liquor, 0.23 in wines, and 0.97 in beer. This alcohol was
of distilled spirits, 1.36 gallons of wine, and 21.47 gallons of beer per capita, resp

Americans spent almost 10 billion dollars for alcoholic beverages in 1960, an increase
1950. By this measure they spent in 1960 about 20 per cent more for liquor than at th
decade. Comparitively speaking, this is in line with the general inflationary nature
during the period. For example, in the same ten years the overall personal consumptio
194 billion to 328 billion. In 1950 Americans spent 51 billion dollars for food; in 1
more, or 70 billion.

From these limited sources we might characterize the average American adult drinker as
about 2 gallons of absolute alcohol contained in approximately 25 gallons of alcoholic

THE ALCOHOLIC BEVERAGE INDUSTRY AND THE ECONOMY

SIZE - By any of the standard economic measures, the alcoholic beverage industry is on
of the American economy. It contributes very little to total manufacturing employment
more than one half of one per cent of the economy. In terms of "value added by manufa
meaning the value of products as they leave a plant, minus the cost of raw materials,)
accounts for little more than 1 per cent of the economy. On the other hand, the indus
account for almost 4 per cent of total consumer expenditures.

The largest companies in this industry are far smaller than the largest firms in the n
uring industries, measured by shipments. In 1958 the big four distillers provided only
employment provided by the largest four firms in the motor vehicle industry. On the
ment figure was 729 per cent of the largest four producers of millinery.

TEACHER INFORMATION (continued)

lcohol consumed is to divide the total population fifteen years of age or
ll alcoholic beverages sold, thus calculating the per capita consumption
here are such side differences in the amount of alcohol in each type of
quantity of liquids containing alcohol rather than the actual alcohol con-
tatistics, the actual or absolute alcohol content in distilled spirits, wines,
of 45 per cent and 17 per cent, and 4.5 per cent, respectively. Since 1955,
sumed per capita in beer has exceeded that in distilled spirits. Compared with
er, Americans drink very little wine. During 1961 the per capita consumption
ns for the entire population 15 years of age or over. Of this, 0.86 gallon
0.23 in wines, and 0.97 in beer. This alcohol was consumed in 1.9 gallons
of wine, and 21.47 gallons of beer per capita, respectively.

dollars for alcoholic beverages in 1960, an increase of about 2 billion over
in 1960 about 20 per cent more for liquor than at the start of the previous
his is in line with the general inflationary nature of the national economy
n the same ten years the overall personal consumption expenditures rose from
50 Americans spent 51 billion dollars for food; in 1960 they spent 21 per cent

t characterize the average American adult drinker as one who annually consumes
l contained in approximately 25 gallons of alcoholic beverages.

D THE ECONOMY

omic measures, the alcoholic beverage industry is one of the smaller segments
ibutes very little to total manufacturing employment; it represents somewhat
of the economy. In terms of "value added by manufacturing" (a technical term
hey leave a plant, minus the cost of raw materials,) the manufacturing industry
r cent of the economy. On the other hand, the industry's products
otal consumer expenditures.

stry are far smaller than the largest firms in the nation's major manufact-
ments. In 1958 the big four distillers provided only 3 per cent of the
t four firms in the motor vehicle industry. On the other hand, their employ-
e largest four producers of millinery.

TEACHER INFORMATION (continued)

EMPLOYMENT - Hourly earnings in the distilled spirits sector of the industry were severa than those in all manufacturing in 1961, and 12 per cent above those in food and kindre in the beer segment fared substantially better, with weekly earnings and hourly earnin per cent above those in distilled spirits and even more above those in manufacturing gen parencies of table 22, employment, hours and earnings).

ADVERTISING - Despite self-regulation and regulation by all levels of government, advert expenditures have increased greatly in all sectors of the industry. However, per capit essentially unchanged between 1950 and 1962. It would appear, therefore, that advertisi if anything, to stimulate the consumption of alcoholic beverages. In fact, in relation table 25, advertising expenditures of alcoholic beverages).

TAXATION - The Federal receipts reported here stem from excises, import duties, and rel not include the revenue sources common to all industry, such as corporate income taxes, and social security taxes. Of the 3.3 billion dollars collected by specific taxation o at the Federal level in 1962, 73 percent was derived from taxation of spirits, 24 percen and 3 percent from taxes on wine. Federal receipts accounted for 72 percent of the 4.9 at all levels of government through such taxation. Revenues from alcoholic beverages pr all Federal excise collections and 4 per cent of all Federal tax revenues in 1962. (se 26, public revenues from alcoholic beverages: Federal, state, and local governments.)

An interesting sidelight to this revenue story is that Mississippi, in which the sale o has been declared illegal, derived 9.4 million dollars in 1962 from alcoholic beverage l fees, including a special sales tax on illegal liquor.

REASONS FOR DRINKING

1. Relaxation
2. Satisfaction
3. Escape
4. Dependence
5. Independence
6. Habit
7. Thirst
8. Social events
9. Religion

TEACHER INFORMATION (continued)

the distilled spirits sector of the industry were several percentages higher
in 1961, and 12 per cent above those in food and kindred industries. Workers
stantially better, with weekly earnings and hourly earnings approximately 25
led spirits and even more above those in manufacturing generally. (see trans-
ent, hours and earnings).

ulation and regulation by all levels of government, advertising efforts and
eatly in all sectors of the industry. However, per capita consumption remained
1950 and 1962. It would appear, therefore, that advertising does not do much,
consumption of alcoholic beverages. In fact, in relation (see transparency of
ures of alcoholic beverages).

s reported here stem from excises, import duties, and related items. They do
s common to all industry, such as corporate income taxes, capital gains taxes
the 3.3 billion dollars collected by specific taxation of alcoholic beverages
73 percent was derived from taxation of spirits, 24 percent from taxation of beer
ne. Federal receipts accounted for 72 percent of the 4.9 billion dollars collected
rough such taxation. Revenues from alcoholic beverages provided 34 percent of
and 4 per cent of all Federal tax revenues in 1962. (see transparency of table
olic beverages: Federal, state, and local governments.)

is revenue story is that Mississippi, in which the sale of alcoholic beverages
ived 9.4 million dollars in 1962 from alcoholic beverage licenses and excise
s tax on illegal liquor.

TEACHER INFORMATION (continued)

ADOLESCENTS AND ALCOHOL

The young, as well as those not so young, learn more readily from precept than con
and often imitate. During childhood the chief pattern or picture a youngster gets
his home. As an adolescent, he adds other sources of example: His age-mates and
community and group practices, and what the advertisements say. Within this galax
he reaches adulthood - which in our society occurs about the same time as high sch
every youth already has decided either not to use alcohol or to use it. This is
might prefer that the decision to drink or not be postponed until legal age. Ther
being eighteen or twenty-one: young people know this, and many do not wait.

TEENAGERS IMITATE ADULTS

a. Drinking at home
b. Sociability
c. Popularity
d. Influence of advertising

THE UNIQUE RISKS OF TEENAGE DRINKING - Any person, young or old, who takes even o
of risk. In addition, there are six risks or dangers that a teenager is uniquely

a. Adolescents are affected more quickly and more severely by alcohol than
b. Adolescents are more susceptible to psychological intoxication than adul
c. Adolescents need to learn wholesome ways to meet personal problems, not
   of hiding or masking them.
d. Adolescents are more likely than adults to become ill from drinking a gi
e. Inexperienced drivers and inexperienced drinkers are a dangerous combina
f. Calories derived from alcohol rather than from the usual foods do not su
   and during the growth period of adolescence, this may adversely affect h

TEACHER INFORMATION (continued)

young, learn more readily from precept than concept. We observe, judge,
od the chief pattern or picture a youngster gets of adulthood comes from
ds other sources of example: His age-mates and those slightly older,
what the advertisements say. Within this galaxy of influences, by the time
r society occurs about the same time as high school graduation - practically
ther not to use alcohol or to use it. This is reality, although many adults
drink or not be postponed until legal age. There is nothing magical about
ng people know this, and many do not wait.

ING - Any person, young or old, who takes even one drink incurs some element
ix risks or dangers that a teenager is uniquely susceptible to if he drinks.

more quickly and more severely by alcohol than adults.
ceptible to psychological intoxication than adults.
wholesome ways to meet personal problems, not develop habits
n.
ely than adults to become ill from drinking a given amount of alcohol.
d inexperienced drinkers are a dangerous combination.
cohol rather than from the usual foods do not supply the proper nutrition,
riod of adolescence, this may adversely affect health.

DRINKING AND OUR COMPLEX CULTURE

In relation to alcohol, our cultural and social complexities have had the foll

1. Social complexity has practically eliminated three functions of alcoh importance in primitive society, namely, food value, medicinal value,
2. That alcohol can depress certain inhibitions, anxieties, aggressions, allow relaxation, is being readily discovered.
3. Compared with simpler societies, the weight of the anxieties of most thus the depressant action of alcohol becomes more significant.
4. The very nature of the specialized process has created a network of r wealth, social position, and so on, which revolve around the business into existence a set of factors not present in the simpler society.
5. The complexity of society increases the need for sharp discrimination responses, timing, cooperation, and the acceptance of responsibilitie excessively can deteriorate all of these.
6. The drinking of alcohol and its effects are not present in only one i of behavior but infiltrated throughout, thus the control of drinking society is therefore a more difficult problem than in the simpler soc
7. The excessive use of alcohol can more rapidly and thoroughly destroy complex society because of the more formidable task in integrating th and ideas in a satisfying way. The control of drinking behavior in t therefore a more difficult problem.

TEACHER INFORMATION (continued)

CULTURE

our cultural and social complexities have had the following effects:

ty has practically eliminated three functions of alcohol which were of minor rimitive society, namely, food value, medicinal value, and religious value.

n depress certain inhibitions, anxieties, aggressions, and tensions thus to n, is being readily discovered.

impler societies, the weight of the anxieties of most individuals have increased, sant action of alcohol becomes more significant.

of the specialized process has created a network of relationships, activities, position, and so on, which revolve around the business of alcohol, thus bringing a set of factors not present in the simpler society.

of society increases the need for sharp discrimination, caution, accurate ng, cooperation, and the acceptance of responsibilities. Alcohol, taken deteriorate all of these.

alcohol and its effects are not present in only one institution or pattern infiltrated throughout, thus the control of drinking behavior in the complex efore a more difficult problem than in the simpler society.

se of alcohol can more rapidly and thoroughly destroy participation in a because of the more formidable task in integrating the individual to groups satisfying way. The control of drinking behavior in the complex society is e difficult problem.

TEACHER INFORMATION (continued)

EXPERIMENTS

Experiment 1 - Compare two beakers (one containing alcohol and the other con
their texture, color, smell, taste, and overall characteristi

Experiment 2 - To test the action of alcohol on different organic materials,
raw meat in a solution of alcohol and watch the results of de
green leaf in another beaker of alcohol and notice how the ch
into the solution. Place a small portion of raw egg white in
alcohol and watch the results. The egg white represents the
each cell of your body.

Experiment 3 - Into a vessel (should not be of any metal) place one cup of f
it is not an imitation juice,) if sugar has already been adde
yeast, (you do not need more than a pinch.) Watch the result
explain the results to the students.

QUESTIONNAIRE

When beginning the discussion of adolescent drinking, prepare a questionnaire

1. Have you ever taken alcohol in the form of a beverage?
2. If so, when?
3. Have you taken alcohol in the past week?
4. Do you consider yourself a regular user of alcohol?
5. Why did you take your first drink of alcohol?
6. Who introduced you to alcoholic drink (parents, friends, or did you
7. Have you ever been intoxicated to the point of staggering?
8. Do you like the taste of liquor?

The instructor may add or subtract from this questionnaire as he (or she) choo
collected with the rest of the class and have them draw some conclusions from

TEACHER INFORMATION (continued)

EXPERIMENTS

are two beakers (one containing alcohol and the other containing water,) compare r texture, color, smell, taste, and overall characteristics.

est the action of alcohol on different organic materials, first place a piece of meat in a solution of alcohol and watch the results of dehydration. Place a n leaf in another beaker of alcohol and notice how the chlorophyll absorbed the solution. Place a small portion of raw egg white in another beaker of hol and watch the results. The egg white represents the liquid protein in cell of your body.

a vessel (should not be of any metal) place one cup of fruit juice, (make sure s not an imitation juice,) if sugar has already been added, mix into this juice some t, (you do not need more than a pinch.) Watch the results after a few days and ain the results to the students.

QUESTIONNAIRE

iscussion of adolescent drinking, prepare a questionnaire containing these questions:

ever taken alcohol in the form of a beverage?
en?
taken alcohol in the past week?
nsider yourself a regular user of alcohol?
ou take your first drink of alcohol?
duced you to alcoholic drink (parents, friends, or did you take it by yourself?)
ever been intoxicated to the point of staggering?
ke the taste of liquor?

dd or subtract from this questionnaire as he (or she) chooses. Evaluate the data est of the class and have them draw some conclusions from it.

VII. GLOSSARY

absorb	- to take in and incorporate into the cells
abstention	- a doing without
alcoholic content	- the amount of alcohol in a given substance
alcoholism	- a diseased condition caused by habitually drinking too much alcoh
amnesia	- partial or total loss of memory
anesthetic	- a drug, gas, etc., that produces a partial or total loss of the s or touch
antiseptic	- free from infection; stopping the action of microorganisms
blood pressure	- the pressure exerted by the blood against the inner walls of the
carbon	- a non-metallic chemical element found in many compounds
depressant	- a substance which lowers the rate of muscular or nervous activity
dilation	- enlargement of an organ, cavity, or opening of the body beyond no
disinfectant	- anything that destroys harmful bacteria or viruses
distillation	- the process of first heating a mixture to separate the more volat parts and then cooling and condensing the resulting vapor so as t or refined substance
ethyl alcohol	- beverage alcohol which is composed of carbon, hydrogen, and oxyge
euphoria	- a feeling of well being

VII. GLOSSARY

nd incorporate into the cells

out

f alcohol in a given substance

condition caused by habitually drinking too much alcoholic liquor

otal loss of memory

, etc., that produces a partial or total loss of the sense of pain, temperature,

nfection; stopping the action of microorganisms

e exerted by the blood against the inner walls of the veins and arteries

lic chemical element found in many compounds

which lowers the rate of muscular or nervous activity

of an organ, cavity, or opening of the body beyond normal size

at destroys harmful bacteria or viruses

of first heating a mixture to separate the more volatile from the less volatile
hen cooling and condensing the resulting vapor so as to produce a more nearly pure
substance

cohol which is composed of carbon, hydrogen, and oxygen - C_2H_5OH

f well being

GLOSSARY (continued)

external	-	on the outside or exterior
false confidence	-	an inaccurate or mistaken feeling of being assured or certain
fermentation	-	breakdown and change of molecules in a substance due to a ferment
habit forming	-	a substance is habit forming if it causes its user to repeat its u that it becomes automatic
hydrogen	-	an inflammable, colorless, odorless, gaseous chemical element
inferiority	-	the quality or condition of feeling lower in value, below average,
inflammation	-	diseased condition characterized by redness, pain, heat, and swel
internal	-	of ~~or on~~ the inside
malnutrition	-	undernourishment resulting from insufficient food or improper diet
mature	-	full grown; fully developed; mental and physical development
muscular coordination	-	harmonious, orderly adjustment or working of the muscles
oxygen	-	colorless, odorless, gaseous chemical element
reaction	-	a response to a stimulus
reality	-	a state or quality of being real
reflex	-	reaction to a stimulus
self-control	-	control (command; authority) of oneself, or of one's own emotions
self-respect	-	proper respect (consideration) for oneself, one's character, and o

GLOSSARY (continued)

he outside or exterior

naccurate or mistaken feeling of being assured or certain

akdown and change of molecules in a substance due to a ferment such as a bacteria

ubstance is habit forming if it causes its user to repeat its use over and over again so t it becomes automatic

inflammable, colorless, odorless, gaseous chemical element

quality or condition of feeling lower in value, below average, or mediocre

eased condition characterized by redness, pain, heat, and swelling

or on the inside

ernourishment resulting from insufficient food or improper diet

l grown; fully developed; mental and physical development

monious, orderly adjustment or working of the muscles

orless, odorless, gaseous chemical element

esponse to a stimulus

tate or quality of being real

ction to a stimulus

trol (command; authority) of oneself, or of one's own emotions, desires, and actions

per respect (consideration) for oneself, one's character, and one's behavior

GLOSSARY (continued)

social problems	- problems having to do with human beings living together as a grou that they have dealings with one another
solvent	- a substance used for dissolving another substance
standard	- some measure, principle, or model with which things of the same c determine their quality or value
stimulant	- a substance that increases the action of a body part; stimulants and alertness

GLOSSARY (continued)

aving to do with human beings living together as a group in a situation requiring
have dealings with one another

e used for dissolving another substance

re, principle, or model with which things of the same class are compared in order to
their quality or value

e that increases the action of a body part; stimulants produce excitation, wakefulness,
ess

CULMINATING ACTIVITIES

To terminate the teaching of the unit, it might help to have the students work toge
small project as a focal point of the entire unit. This can be accomplished by th
cussions covering certain aspects of it or buzz groups.

Have students plan ways in which the knowledge they have gained can be shared with
student body.

(Example)
A. Hallway displays
B. Showcases
C. Murals
D. School assemblies

Invite outside personnel to speak to the student body in any one of the three area

(Example)
A. Doctors
B. Law enforcement personnel
C. State department personnel
D. Lawyers

Plan continuing interest activities.

(Example)
A. Keep abreast with the new and related informati
B. All students to bring to class anything new, of
great interest, that develops

Plan a program to present to the parent-teacher groups.

CULMINATING ACTIVITIES

g of the unit, it might help to have the students work together to develop a point of the entire unit. This can be accomplished by the use of panel dis- n aspects of it or buzz groups.

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A. Hallway displays
B. Showcases
C. Murals
D. School assemblies

to speak to the student body in any one of the three areas.

A. Doctors
B. Law enforcement personnel
C. State department personnel
D. Lawyers

activities.

A. Keep abreast with the new and related information
B. All students to bring to class anything new, of great interest, that develops

nt to the parent-teacher groups.

EVALUATION

Evaluation should be an on-going process. Each lesson should be objectively and the student in order to plan for the next day's activities.

The student should be included in the evaluation in as much as they are the presented. It is for their benefit that the unit is being taught.

Written tests can be used only as a tool to check comprehension. However, that the prime objective of the unit is to help form attitudes. These cann or factual test.

One way the teacher can evaluate to some degree the attitudes of the studen student will often reveal his feelings and then can be checked against an teacher may want to compile at the beginning of the unit.

The teacher should make a conscientious effort to evaluate the unit in term listed. Through observations, the teacher can determine if the attitudes, on tobacco, alcohol and drugs has shown some degree of improvement.

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EVALUATION

n on-going process. Each lesson should be objectively evaluated by the teacher er to plan for the next day's activities.

included in the evaluation in as much as they are the recipient of the material their benefit that the unit is being taught.

sed only as a tool to check comprehension. However, it should be held in mind ve of the unit is to help form attitudes. These cannot be evaluated by a written

n evaluate to some degree the attitudes of the students is by observation. The veal his feelings and then can be checked against an attitude check list that the mpile at the beginning of the unit.

e a conscientious effort to evaluate the unit in terms of meeting the objectives rvations, the teacher can determine if the attitudes, skills, and general outlook nd drugs has shown some degree of improvement.

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Montana Division
3022 Fourth Avenue North
Billings, Montana, 59101

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219 East 42 Street
New York, New York, 10017

American Heart Association
44 East 23 Street
New York, New York, 10010

American Medical Association
535 North Dearborn
Chicago, Illinois, 60610

American Temperance Society
Mr. Jesse O. Gibson
6840 Eastern Avenue, N.W.
Washington, D.C. 20212

Association Films, Inc.
600 Grand Avenue
Ridgefield, New Jersey 07657

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Educational Services
Greenfield, Mass. 01301

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5454 Wisconsin Avenue
Chevy Chase, Maryland 20203

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2150 South Second, West
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Los Angeles, California, 90025

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Pleasantville, New York, 10570

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P.O. Box 1283
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10 East 49 Street
New York, New York, 10017

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330 West 42 Street
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510 First Avenue North
Great Falls, Montana, 59401

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825 Helena Avenue
Helena, Montana, 59601

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United States Public Health Service
Bethesda, Maryland, 20014

National Clearinghouse for Smoking and Health
Webb Building, Room 812
4040 North Fairfax Drive
Arlington, Virginia, 22203

National Interagency Council on Smoking
and Health
P.O. Box 3654
Central Station
Arlington, Virginia, 22203

National Tuberculosis Association
1790 Broadway
New York, New York, 10019

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381 Park Avenue South
New York, New York, 10016

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